DOCUMENT RESUME

ED 399 117 RC 020 704

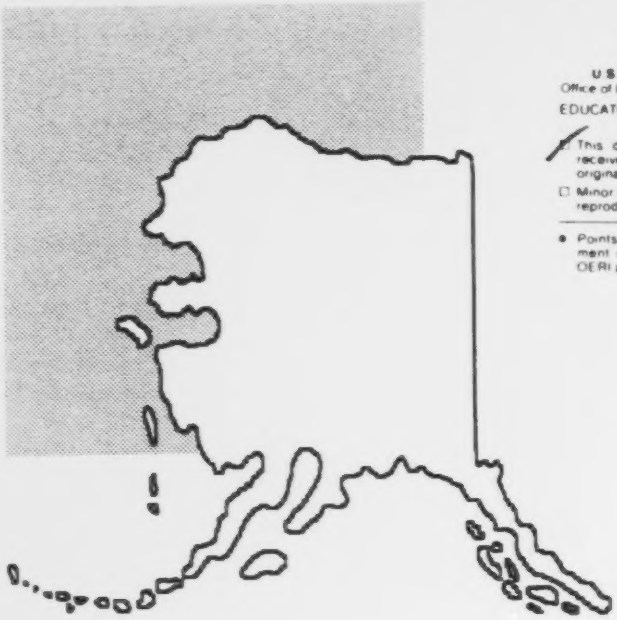
AUTHOR	Knight, Dorothy Mae, Comp.
TITLE	Summary of Alaska's Public School Districts' Report Cards to the Public: School Year 1994-95.
INSTITUTION	Alaska State Dept. of Education, Juneau. Office of Data Management.
PUB DATE	Mar 96
NOTE	176p.; Some figures may not reproduce adequately.
PUB TYPE	Reports - Descriptive (141) -- Reports - Evaluative/Feasibility (142) -- Statistical Data (110)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	*Academic Achievement; Alaska Natives; American Indian Education; Dropout Rate; Educational Assessment; *Educational Objectives; Elementary Secondary Education; Enrollment; Environmental Education; Parent Participation; *Public Schools; *School Demography; *School Districts; School Statistics; Standardized Tests; Student Characteristics
IDENTIFIERS	*Alaska; National Education Goals 1990

ABSTRACT

This report summarizes statewide data and individual school district performance for Alaska's 54 school districts. The report also includes information on two state operated schools: Alyeska Central School (a correspondence school) and Mt. Edgecumbe High School (a boarding school). The report synthesizes data from school districts for 1994-95, including information on full-time staff equivalents (FTE); operating revenues and expenditures; statewide demographic characteristics; student population characteristics; district progress toward goals; parent involvement; student statistics for the past 5 years indicating changes in enrollment, transiency rates, attendance rates, dropout rates broken down by ethnic group, graduation rates, percentage of students promoted to the next grade, and student questionnaire information; standardized test results for the past 6 years; and information on SAT and ACT scores. Data for individual school districts include average daily membership, high school graduates, square miles, funding communities, number of schools, population, median family income, unemployment rate, and percent of adults with high school diploma; superintendent highlights; district progress toward goals; information on student population; comments from students, parents, and community members about school performance; parent involvement; other indicators of school performance; student statistics; and standardized test results. A statewide summary of 1995-96 education plans indicates each district's goals as they relate to the eight national goals for education. Appendices include a summary of environmental education plans for each school district; a 4-year comparison of selected school district data; 1994-95 staff FTE, salaries, and pupil/teacher ratio for each district; description of the statewide testing program; a list of superintendents; and a glossary. Includes many data tables and figures. (LP)

RC

ED 399 117



U S DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL
HAS BEEN GRANTED BY
K. R.
Crane

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

Summary of Alaska's Public School Districts'

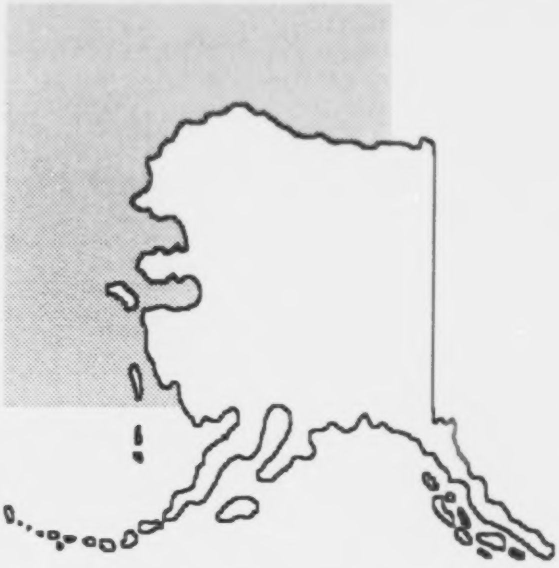
Report Cards to the Public

School Year 1994-95

RC 020704

BEST COPY AVAILABLE

March 1996



Summary of Alaska's Public School Districts'

Report Cards to the Public

School Year 1994-95

Compiled by Dorothy Mae Knight

Alaska Department of Education
Division of School Finance
Office of Data Management
801 W. 10th Street, Suite 200
Juneau, AK 99801-1894
(907) 465-8681

March 1996

Tony Knowles
Governor

Shirley J. Holloway, Ph.D.
Commissioner
Alaska Department of Education

Dorothy Mae Knight
Supervisor
Office of Data Management

Alaska State Board of Education

Stowell Johnstone, Chairman
Anchorage

Abbe Hensley, First Vice-Chair
Anchorage

Mike Williams, Second Vice-Chair
Akiak

Marilyn Webb
Juneau

Susan Stitham
Fairbanks

Robert Gottstein
Anchorage

R. Weaver Ivanoff
Unalakleet

Dr. Roger O. Jarvis GM-14, USAF
Military Advisor
Anchorage

Jessica Worrell
Student Advisor
Anchorage

**Alaska
Department of
Education**

A Message from the Commissioner of Education

This fourth edition of the Summary of Alaska's Public School Districts' Report Cards to the Public provides data on the 1994-95 school year. It contains important information about each school district's goals, progress toward the goals, indicators of success, parent involvement activities, and student statistics.

Over the past year, the State Board of Education completed its review and approval of content standards. Alaska now has content standards in ten core subject areas: math, science, language arts, geography, history, government and citizenship, skills for a healthy life, arts, technology, and world languages. In future reports we will provide information on how well districts are meeting the standards. It is our intent to make the Report Card more reflective of student achievement.

This report is one tool available for judging the performance of public education. I hope that all Alaskans—community members, parents, teachers, school board members, administrators, and legislators—will use the information in this report to identify areas where gains have been made and where improvements are needed.

I encourage Alaskans to work with their school districts toward achieving educational excellence. Our students are learning; but they can become even better if we hold them to high standards.

Sincerely,

Shirley J. Holloway

Shirley J. Holloway, Ph.D.
Commissioner of Education

Executive Summary

Alaska Statute 14.03.120 mandates that school districts file annually "...a report that establishes district goals and priorities for improving education in the district" and "provide to the state board, and make available to the public, a report on the performance of each public school and public school students in the district," and "the department shall summarize the reports..." This is the fourth year of the annual report entitled *Summary of Alaska's Public School Districts' Report Card to the Public*. The state report includes a summary of 53 school districts, Mt. Edgecumbe, and Alyeska Central Schools' *1995-96 Education Plans*. As a result of military downsizing Adak Region Schools did not submit a 1995-96 education plan due to no student enrollment. In addition, this report includes summaries of the individual district's 1994-95 *School District Report Card to the Public*.

The report meets the requirements of AS 14.03.120 and additionally incorporates much of the annual information reported in four previously published documents: *Basic Skills Performance of Alaska's Students, Summary of Alaska's School Districts' Education Plans, Profiles of Alaska's Public School Districts*, and the *Alaska Statewide Dropout Report*.

Major highlights of this fourth year report are:

- Each district reported making progress toward their 1994-95 education goals by revising specific curriculums, developing student outcomes to improve student achievement, and keeping the public informed in order to improve community relations.
- Thirty-eight districts included a goal to improve student performance in their *1995-96 Education Plans*.
- Thirty-four school districts reported student involvement in district-sponsored activities. These activities included programs that supported individual students and team achievement.
- Over 95% of the districts included environmental education concepts in classroom instruction.
- During the 1994-95 school year, the statewide dropout rate was 3.9%. Five districts had no dropouts.
- The comments of students, parents, and community members that were reported by the districts indicated that they like the teachers and indicated a need for guidance counseling in order to prepare for the future.
- Over half the districts reported that they are communicating regularly with parents through newsletters and telephone calls.
- During the 1994-95 school year the student average daily membership increased 1.0% statewide. Thirty districts reported an increase in average daily membership.
- During the 1994-95 school year the state median transiency rate was 17.0%, but there was a wide disparity with a high of 59.8% and a low of 2.2%.
- During the 1994-95 school year the statewide attendance rate was 93.2%. Seven districts had attendance rates between 95%-100%.
- Twenty-two districts reported a 100% promotion rate for grades one through eight. Statewide promotion rates in grades two, three, four, five, and six were over 99%.
- The 1994-95 statewide student testing results continue to show that more Alaskan students score in the top quarter than in the bottom quarter on the Iowa Tests of Basic Skills.

Acknowledgements

The Alaska State Department of Education greatly appreciates the cooperation and support of each of Alaska's 54 school districts, Mt. Edgecumbe High School, and Alyeska Central School who assisted with the collection of this information. A directory of school district superintendents appears in Appendix H of this report.

This report could not have been produced without the efforts of the Office of Data Management staff, the staff in the School Finance Division, and Teaching & Learning Support Division at the Department of Education.

Table of Contents

Message From the Commissioner of the Department of Education

Executive Summary ... i
Acknowledgments ... ii
Table of Contents ... 1
Introduction ... 3
Report Format ... 4

State Summary of School District Report Cards To The Public ... 6
Education at a Glance ... 6
Statewide Indicators ... 8
District Progress Toward Goals ... 10
Parent Involvement ... 15
Other Indicators of School Performance ... 16
Student Statistical Rates ... 17
- Annual Change in Enrollment ... 17
- Transiency Rate ... 17
- Attendance Rate ... 18
- Dropout ... 18
- Graduation Rate ... 22
- Percent of Students Promoted to the Next Grade ... 23

Statewide Testing Program ... 24
Student Questionnaire Information ... 26

Individual School District Summaries of School District Report Cards to the Public

Adak Region Schools ... 32
Alaska Gateway Schools ... 34
Aleutian Region Schools ... 36
Aleutians East Borough Schools ... 38
Anchorage Schools ... 40
Annette Islands Schools ... 42
Bering Strait Schools ... 44
Bristol Bay Borough Schools ... 46
Chatham Schools ... 48
Chugach Schools ... 50
Copper River Schools ... 52
Cordova City Schools ... 54
Craig City Schools ... 56
Delta/Greely Schools ... 58
Denali Borough Schools ... 60
Dillingham City Schools ... 62
Fairbanks North Star Borough Schools ... 64
Galena City Schools ... 66
Haines Borough Schools ... 68
Hoonah City Schools ... 70
Hydaburg City Schools ... 72
Iditarod Area Schools ... 74
Juneau City Schools ... 76
Kake City Schools ... 78
Kashunamiut Schools ... 80
Kenai Peninsula Borough Schools ... 82
Ketchikan Gateway Borough Schools ... 84
Klawock City Schools ... 86
Kodiak Island Borough Schools ... 88
Kuspuk Schools ... 90
Lake and Peninsula Borough Schools ... 92
Lower Kuskokwim Schools ... 94
Lower Yukon Schools ... 96
Matanuska-Susitna Borough Schools ... 98
Nenana City Schools ... 100
Nome City Schools ... 102
North Slope Borough Schools ... 104
Northwest Arctic Borough Schools ... 106
Pelican City Schools ... 108
Petersburg City Schools ... 110
Pribilof Schools ... 112
Saint Mary's Schools ... 114
Sitka Borough Schools ... 116
Skagway City Schools ... 118
Southeast Island Schools ... 120
Southwest Region Schools ... 122
Tanana City Schools ... 124
Unalaska City Schools ... 126
Valdez City Schools ... 128
Wrangell City Schools ... 130
Yakutat City Schools ... 132
Yukon Flats Schools ... 134
Yukon/Koyukuk Schools ... 136
Yupiit Schools ... 138

State Operated Schools Summary

Alyeska Central School ... 140
Mt. Edgecumbe High School ... 142

State Summary of the 1995-96 Education Plans ... 145

Appendices ... 148

A. Summary of Environmental Education Plans ... 148
B. Selected Data Four Year Comparisons ... 154
C. Staff FTE, Salaries and Pupil:Teacher Ratio ... 156
D. Operating Revenues and Area Cost Differential ... 158
E. Operating Expenditures ... 160
F. Dollars Per Student ... 162
G. Statewide Testing Program Description ... 164
H. Superintendents List ... 166

Glossary of Terms ... 167

Introduction

This publication is required under AS 14.03.120. This legislation mandates that school districts file annually "...a report that establishes district goals and priorities for improving education in the district" and "provide to the state board, and make available to the public, a report on the performance of each public school and public school students in the district," and "the department shall summarize these reports..." on an annual basis.

Report Contents

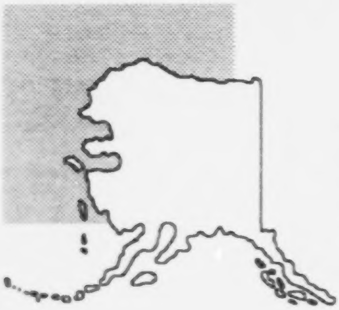
This report, *Summary of Alaska's Public School Districts' Report Cards to the Public*, is the fourth annual report published by the Department of Education. This report includes the 1994-95 information reported by school districts and presents a look at individual school district performance pursuant to AS 14.03.120 (f). It highlights progress toward 1994-95 education goals, comments on school performance from students, parents and community members, and provides other indicators of performance selected by the individual districts. It also reports the districts' annual changes in average daily membership, transiency rates, attendance rates, dropout rates, graduation rates and percent of students promoted from first through eighth grades. Standardized test results are reported as required in 4 AAC 06.720 (2). The report also includes a statewide summary of the individual district 1995-96 education plans, including district goals for improving education, objectives for meeting the goals, means of measuring progress toward the goals, and the guidelines for students, parents, teachers, and community members to participate in the planning process.

Guidelines for the collection of the required information were provided to districts in the *Handbook for Implementation of AS 14.03.120*. This handbook included the forms and suggested formats for submitting the annual report card information: the narrative reports, student statistical information, and the annual district education plan for the 1995-96 school year. Districts collected the information from their schools, conducted public meetings, and prepared a report for the Department of Education.

This report includes the following sections:

- Report Format;
- Alaska Education at a Glance;
- District Progress Toward Goals;
- Comments on School Performance;
- Parent Involvement;
- Other Indicators of School Performance;
- Student Statistical Rates;
- District Summary Pages;
- Education Plans Summary;
- Environmental Education Summary; and
- Appendices.

What the report card means...



Map of Alaska

Located on the map of Alaska, will be a shaded area depicting the location of the school district. The governance type will also be designated. School districts have been established in one of four types of governance. These classifications are:

Borough
City
REAA - (Regional Education Attendance Area)
State Operated

District Characteristics[1]

Background information on each school district. Information is gathered from both state and federal sources. Characteristics include: **Average Daily Membership (ADM), High School Graduates, Square Miles, Funding Communities, Number of Schools, Population, Median Family Income, Per Capita Income, Percent Unemployment, and Percent Adults with High School Diploma.**

Superintendent's Highlights

A brief statement by the superintendent about the district.

Student Population

Ethnicity

Student ethnicity is extracted from the 1994-95 Student Ethnicity and Enrollment Report prepared by individual districts. Reported information is for grades K-12.

Student Characteristics[2]

Data reported on students based on number who are served under these program classifications: Gifted/Talented, Special Education, Chapter I, Migrant, Bilingual/Bicultural, Below Poverty Level, and Low Income. See glossary for specific classification description for criteria.

District Progress Toward Goals

First column - 1994-95 district goals reported in the Education Plan.
Second column - Activities leading to achievement of the goals.

Comments on School's Performance

Summary of comments in narrative or survey form collected from students, parents, and community members on the school's performance.

---

[1] Population numbers are based on July 1, 1994 estimates by Department of Labor. Median Family Income, Per Capita Income, Percent Unemployment, and Percent Adults with High School Diploma information is based on 1990 Census data. The remaining district characteristics are based on 1994-95 data collection.

[2] Percentages reported in this section reflect information reported for FY95 with the exception of migrant data which reflects FY94 data.

Report Format

Parent Involvement

Narrative or survey summary of ways the district encouraged parent involvement.

Other Indicators of School Performance

Specific variables and data elements reported by districts to show performance. Examples may include: student assessment, school information, awards, student information, and school/district-sponsored programs.

Student Statistical Rates

Annual Change in Enrollment

Percent change in district membership from October 1 of one year to October 1 of the following year.

Transiency Rate

Percent of students transferring into and out of the district.

Attendance Rate

Percent of students who attend school each day.

Dropout Rate

The number and percent of public school dropouts from the district for grades 7-12.

Graduation Rate

The 1994-95 school year is the first reporting year. The rate is the percentage of 1991-92 ninth graders graduating four years later.

Percent of Students Promoted to the Next Grade

Percent of students advanced to the next grade at the end of the school year, reported for grades 1-8.

Standardized Test Results

The results of the statewide testing program for the past six years.

Top quartile - percent of students scoring above the 75th national percentile.

Bottom quartile - percent of students scoring below the 25th national percentile.

Total students tested[1] - percent of students each year who take the Iowa Test of Basic Skills.

Students absent[1] - number and percent of students who are absent and do not take the Iowa Test of Basic Skills.

Students excluded from testing[1] - number and percent of students each year who are excluded from taking the Iowa Test of Basic Skills for special education and bilingual reasons.

Special education students tested[1] - number and percent of students who take the Iowa Test of Basic Skills who are identified as special education students by the district. Data is collected from questionnaires administered at the time of testing.

Bilingual/bicultural students tested[1] - number and percent of students that take the Iowa Test of Basic Skills that are identified bilingual/bicultural by the district. Data is collected from questionnaires administered at the time of testing.

---

[1] During FY95, Fairbanks administered the California Achievement Test, form 5 (CAT/5). The number of students tested, absent, or excluded from testing includes the Fairbanks students in grades 4, 6, and 8.

BEST COPY AVAILABLE

Alaska Education at a Glance

This section provides the reader with a description of Alaska public education. A two page statewide summary format includes highlights of the following:

- Five years of student statistical rates;
- Six years of standardized test results;
- FY94 and FY95 for Staff Full-time Equivalents;
- Average Salaries;
- Pupil:Teacher Ratio; and
- Operating Revenues and Expenditures.

12

State Summary of School District Report Cards to the Public

Table 1 shows a two-year comparison of staff FTE, average salaries and pupil:teacher ratio.

Table 1
Staff Full-time Equivalents (FTE), Average Salaries, and Pupil:Teacher Ratio[1]

Staff type	Staff FTE FY94	Average Salary FY 94	Staff FTE FY95	Average Salary FY95	Staff FTE Percent Change FY94 to FY95	Average Salary Percent Change FY94 to FY95	Pupil:Teacher Ratio[1] Percent Change FY94 to FY95
Classroom Teachers	7,093.9	$45,878	7,217.4	$47,549	1.74%	3.64%	--
All Teachers	7,194.6	$46,263	7,305.6	$47,565	1.54%	2.81%	--
Instructional Aides *	2,146.3	*	1,841.8	*	-14.19%	*	--
Building Administrators	415.2	$59,702	426.9	$69,576	2.82%	16.54%	--
Central Office Staff	170.7	$72,212	162.3	$75,919	-4.92%	5.13%	--
Specialists	945.5	$47,373	953.1	$50,833	0.80%	7.30%	--
Pupil:Teacher Ratio[1]	16.9:1	--	17.0:1	--	--	--	0.59%

*Salary Information not collected for this classification

[1] Pupil:Teacher ratio is calculated by dividing the average daily membership (ADM) as reported on the foundation reports by All Teachers (FTE).

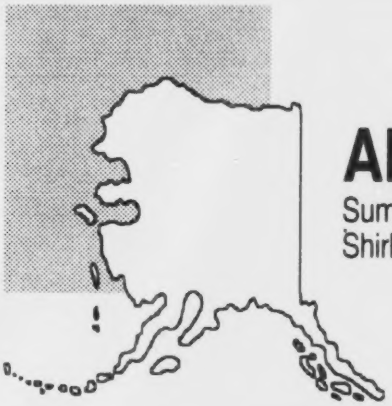
Table 2 shows a two-year comparison of operating revenue and operating expenditures.

Table 2
Operating Revenues and Operating Expenses

	FY '94	FY '95	FY '94-'95 %Change
OPERATING REVENUES			
Foundation	590,388,089	599,770,360	1.59%
Local Sources	214,224,996	226,505,214	5.73%
Impact Aid	77,451,564	68,402,927[a]	-11.68%
Other (State)	10,475,637	12,155,393	16.03%
Other Federal)	623,414	731,974	17.41%
TOTAL REVENUE	893,163,700	907,565,868	1.61%
TOTAL REVENUE/STUDENT	7,355	7,408	0.72%
OPERATING EXPENDITURES			
Instruction	541,300,153	547,606,514	1.17%
Pupil Support	48,173,688	48,944,537	1.60%
Administration	121,867,803	124,533,949	2.19%
Operation & Maintenance	145,883,595	152,356,476	4.44%
Other	31,273,030	35,348,986	13.03%
TOTAL EXPENDITURES	896,307,252	916,819,597	2.29%
TOTAL EXPENDITURES/STUDENT	7,381	7,483	1.38%

[a] Reduction reflects a change in program administration.

Statewide Indicators



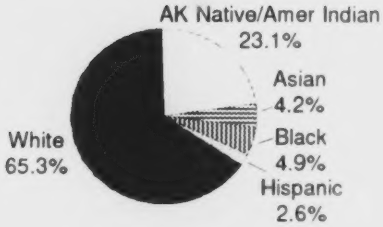
Alaska Public Schools

Summary School District Report Card to the Public
Shirley J. Holloway, Ph.D.

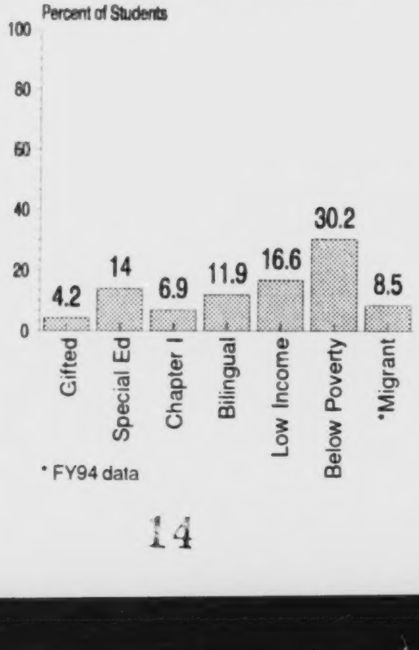
Statewide Characteristics

Average Daily Membership	122,511	Schools	462
High School Graduates	5,765	Population	606,278
Square Miles	685,175	Median Family Income	$46,581
Funding Communities	274	Per Capita Income	$22,419
Number of Public School Districts	54	% Unemployment	8.5
Number of State Operated Schools	2	% Adults with H.S. Diploma	86.6

Student Ethnicity



Student Characteristics



* FY94 data

Statewide Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91		not collected	not collected	2,199	4.9	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995. 80.2%
1991-92	2.9	19.8	93.5	2,041	4.4	
1992-93	3.1	15.8	93.1	1,802	3.7	
1993-94	2.0	16.6	93.2	2,010	3.9	
1994-95	1.0	17.0	93.2	2,078	3.9	

Percent of Students Promoted to the Next Grade

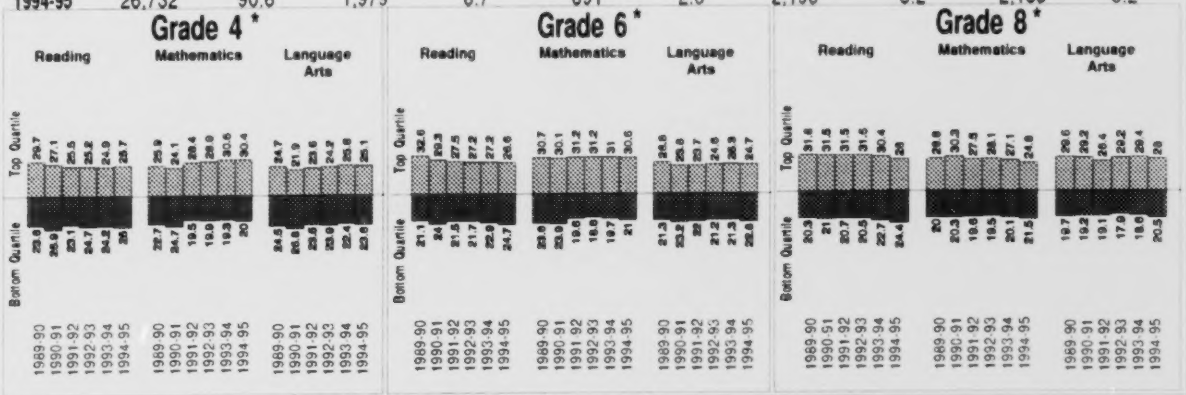
Grade	1	2	3	4	5	6	7	8
1991-92	98.5	99.2	99.5	99.5	99.6	99.8	97.3	97.7
1992-93	98.3	99.1	99.6	99.7	99.8	99.7	97.6	98.6
1993-94	98.7	99.2	99.6	99.6	99.6	99.6	98.6	98.3
1994-95	98.2	99.1	99.3	99.6	99.5	99.5	98.1	98.4

Statewide Standardized Test Results

- Percent of Students in the Top and Bottom Quartile on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quartile

	Total Students Tested [1]		Students Absent from Testing [1]		Students Excluded from Testing for Special Education or Bilingual Reasons [1]		Special Education Students Tested [1]		Bilingual/Bicultural Students Tested [1]	
	#	%	#	%	#	%	#	%	#	%
1989-90	23,372	94.5	not collected		not collected		1,594	6.8	3,281	14.0
1990-91	24,684	94.8	687	2.6	681	2.6	1,798	7.3	3,173	12.9
1991-92	25,434	92.1	672	2.4	1,499	5.4	2,044	8.0	2,149	8.5
1992-93	25,930	93.0	887	3.2	1,067	3.8	2,171	8.4	2,166	8.4
1993-94	26,789	92.1	1,363	4.7	935	3.2	1,971	7.4	2,111	7.9
1994-95	26,732	90.6	1,979	6.7	691	2.3	2,196	8.2	2,186	8.2



[1] Total students tested, absent, excluded, includes Fairbanks students who were administered the CAT/5 in lieu of the ITBS.

* FY95 quartile data reflects 53 districts. (Adak, Fairbanks, and Mt. Edgecumbe did not participate in the Iowa Test of Basic Skills in school year 1994-95).

BEST COPY AVAILABLE

District Progress Toward Goals

Pursuant with AS 14.03.120(a), school districts worked with their local communities to develop an education plan for the 1993-94 school year. The 1993-94 goals were summarized in the *Summary of Alaska's Public School Districts' Report Cards to the Public* which was published in June 1995.

In 1989 at the Education Summit in Charlottesville, Virginia, the National Education Goals Panel created national education goals. The purpose for developing these goals was to identify guidelines for reporting progress on school and student performance at the local, state, and national levels. The following list includes the eight goals identified by the national panel: 1) Ready to Learn, 2) School Completion, 3) Student Achievement and Citizenship, 4) Teacher Education and Professional Development, 5) Mathematics and Science, 6) Adult Literacy and Lifelong Learning, 7) Safe, Disciplined and Alcohol- and Drug-free Schools, and 8) Parental Participation.

As part of their 1994-95 report cards to the public, the 53 school districts and two state-operated schools were required to report on the progress toward their goals. A review of these goals found the districts to report progress in at least one or more of the eight national goals. Many districts have used strategic planning as a mechanism for identifying and achieving their individual goals. Federal consolidated planning events have also played a role in helping districts to determine their course in supporting growth in student and school performance. The following is a brief summary of the highlights reported by districts in each of the eight national goal areas. More specific information about an individual district may be acquired by contacting that district directly.

Goal One: Ready to Learn

(By the year 2000, all children in America will start school ready to learn)

Some selected examples of efforts cited in the area of preschool education as a means of preparing children for public education included: a) a Goals 2000 grant for implementation of a district preschool program to ensure that every child entering the school system would be ready to learn; and b) district support of a local public preschool program by providing facility space, bookkeeping, and custodial services.

Goal Two: School Completion

(By the year 2000, the high school graduation rate will be at least 90%)

A number of Alaska school districts cited programs or methods in which they evaluate their individual programs in support of this goal. For example, one district reported 93 percent of the parents of high school freshman were involved in the planning of their child's four-year program and 99 percent of the freshman students completed an orientation program to ensure their success in completing high school. In addition, three districts each adopted a form of an individual learning plan or high school education plan with strategies for learning to assist students in becoming successful. Two districts conducted a survey of their graduating seniors in order to evaluate programs and make plans for upcoming high school students. Students rated their educational experiences as satisfactory. Two districts implemented career portfolios as a method for assisting students in obtaining employment skills for life beyond high school. Six districts aligned their individual curriculums to include standards, assessments, and student outcomes to provide students with the necessary skills to complete their education. Two districts reported on their 1995 graduates' pursuits beyond high school, i.e., enrollment in a vocational education program or college course of study.

Goal 3: Achievement & Citizenship

(By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy)

Districts documented progress in this goal area in a number of ways: a) curriculums were adopted, aligned, developed, implemented, or reviewed in conjunction with the ten adopted Alaska content standards; b) assessments and rubrics were designed, outcomes developed and shared strategies for enhancing test taking and study skills; c) media and library resource materials were upgraded to assist students with reasoning, solving problems, applying knowledge, and communicating ideas in writing ; d) students knowledge of cultural diversity was supported through integration of community culture and traditions into local curriculums; and e) a district goals 2000 plan was proposed and funding granted.

Goal 4: Teacher Education and Professional Development

(By the year 2000, the nation's teaching force will have access to programs for the continued improvment of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century)

The basis of this goal is to support teachers with programs and resources for continued improvement of professional skills and instruction of students. Selected examples of how districts supported this goal included: a) a review and implementation of hiring and recruiting procedures; b) scheduled inservice trainings specific to technology development and strategies for classroom use; and c) professional development workshops such as an update on teaching strategies and methods, safe schools, literacy and reading, professional conferences, and competency-based education.

Goal 5: Mathematics and Science

(By the year 2000, United States students will be first in the world in mathematics and science achievement)

The intent of this goal is for the nation to become a world leader in mathematics and science achievement. To meet this goal, selected examples of advancement included: a) curriculum scope and sequence improvements in grades six-twelve, and alignment of math curriculum with the standards and goals; b) math assessment pilot site; c) science curriculum adopted for grades K-12; and d) science competencies were developed for grades K-12.

Goal 6: Adult Literacy and Lifelong Learning

(By the year 2000, every adult American will be literate and will possses the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.)

Programs and highlights cited by selected districts in support of this effort included: a) development of technology plans; b) attendance at a technology conference; c) incorporation of technology and computers into the classrooms to include connections to the Information Highway, course design, and integration, equipment made available to students, funding to support concepts, and technology teams/coordinators. School-to-work partnerships also played a role in the advancement toward this goal. Assessment and implementation of changes to the course offerings to promote alternatives to learning beyond high school was also cited.

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

(By the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol, and will offer a disciplined environment conducive to learning)

Specific to this goal is the provision of a safe learning environment for students free from alcohol, drugs, firearms, and violence. Examples that support this goal included: a) board policy on firearms, resolutions at local and state levels, task force initiatives, and attendance and discipline committees and plan reviews; and b) proactive programs and education and counseling, support and intervention services.

Goal 8: Parental Participation

(By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.)

Efforts to encourage and increase partnerships with parents by the year 2000 is the focus of this national goal. Districts in Alaska are required to report on methods and activities they use to actively involve parents in their child's education, however some districts have identified parental involvement as a separate goal. Some examples of advancement to involve parents included: variety of workshops such as Megaskills, Parent-Teacher Association and National Education Association co-sponsored workshops, Parents as Teachers program, site councils, open-houses, parent-teacher conferences, increased contacts with parents, development of parent orientation video, school and district committee involvement, and Onward to Excellence program participation.

Table 3 provides a brief summary review of the districts' focus on the eight goal areas. For more detailed information reference the district summary pages or contact the districts directly.

State Summary of School District Report Cards to the Public

Table 3 District Goal Summary Overview

School District	Goal 1 Ready to Learn	Goal 2 School Completion	Goal 3 Student Achievement and Citizenship	Goal 4 Teacher Education and Professional Development
Adak	n/a	n/a	n/a	n/a
Alaska Gateway			●	●
Aleutian Region			●	
Aleutians East			●	●
Alyeska Central				
Anchorage	●		●	●
Annette Island			●	
Bering Strait				
Bristol Bay				
Chatham			●	●
Chugach	●		●	
Copper River			●	●
Cordova			●	
Craig			●	●
Delta/Greely		●	●	
Denali		●	●	●
Dillingham			●	●
Fairbanks			●	●
Galena			●	
Haines			●	
Hoonah		●	●	
Hydaburg		●	●	●
Iditarod		●		●
Juneau		●		
Kake				
Kashunamiut			●	●
Kenai Peninsula				
Ketchikan			●	●
Klawock			●	
Kodiak		●		
Kuspuk		●	●	●
Lake & Pen		●		
Lower Kuskokwim		●	●	
Lower Yukon		●	●	●
Mat-Su			●	●
Mt Edgecumbe		●	●	
Nenana				
Nome	●			
North Slope			●	
Northwest Arctic				
Pelican			●	●
Petersburg		●	●	
Pribilof			●	●
Saint Mary's			●	
Sitka		●	●	●
Skagway	●	●		
Southeast Island				
Southwest Region		●		●
Tanana			●	
Unalaska		●		
Valdez			●	●
Wrangell		●	●	
Yakutat			●	●
Yukon Flats			●	
Yukon/Koyukuk		●	●	
Yupiit			●	

State Summary of School District Report Cards to the Public

Goal 5 Mathematics and Science	Goal 6 Adult Literacy and Lifelong Learning	Goal 7 Safe, Disciplined, and Alcohol-and Drug free Schools	Goal 8 Parental Participation	Other*
n/a	n/a	n/a	n/a	n/a
	●			
	●		●	
	●	●		
	●		●	
●	●	●	●	
●		●		
				●
	●			
	●			
	●			
	●			
	●	●		
	●			
		●		
	●	●	●	
●	●	●		
	●		●	
	●	●	●	
		●		
				●
	●	●	●	
			●	
	●			
				●
	●			
●	●	●		
	●	●	●	
	●		●	
				●
	●	●		
●		●	●	
	●	●		
			●	
			●	
	●	●	●	
	●	●		
	●		●	
	●	●	●	
	●	●	●	
	●		●	
	●			
●				
			●	
●	●		●	
	●			
	●			
			●	
	●	●	●	
	●			
		●	●	

*Includes a district's plan for overall program administration such as: fiscal policy, facility plans maintenance, or a strategic plan encompassing a number of program elements

Parent Involvement

AS 14.03.120(e)(6) requires school districts to report on parent involvement in the schools. This self-reported information was collected through narrative and/or summary reports of parent involvement questionnaires. The five broad categories of parent involvement included: 1) communication between home and school; 2) parents as supporters; 3) parents as learners; 4) parents as teachers; and 5) parents as advisors. The majority of districts reported some activity in two or more of these categories.

Table 4 shows a summary of selected examples of parent involvement reported by the districts.

Table 4
Summary of Parent Involvement

Communication Between Home and School
elementary school handbook, student news presentations, monthly newsletter accompanied by student-produced video, PARENTS (Parents Agencies Resources Educators Networking Training System) project, and good behavior reports

Parents as Supporters
consensus decision-making for Goals 2000, senior citizen coffee and K-6 community programs

Parents as Learners
workshops such as Evenstart, Goals 2000, school scheduling, megaskills, courageous parents/successful students, drug alcohol education, and bilingual/bicultural training; and parent-teacher conferences

Parents as Teachers
sponsored DARE (Drug Abuse Resistance Education) inservice, cultural counsel with Elders, natural helpers

Parents as Advisors
membership/participation in parent-teacher associations and advisory boards

State Summary of School District Report Cards to the Public

Other Indicators of School Performance

AS 14.03.120(e)(9) provides an opportunity for each district to share their successes in the area of school performance by selecting student, school, and district performance indicators. Fifty-three districts reported on indicators of school performance using the following criteria: student assessment, school information, awards, student information, and school/district sponsored programs. Specific examples of the performance criteria cited by districts follow.

Approximately one-quarter of the districts referenced the following types of standardized tests used for assessment: Iowa Test of Basic Skills, California Achievement Test, American College Test, Armed Services Vocational Aptitude Battery, Scholastic Assessment Test, Grady Profile and Test of Achievement and Proficiency. Twenty-five percent of the districts cited writing assessment techniques to determine levels of performance.

Portfolios, rubrics, and ready-to-work competency assessments were mentioned by 23 percent of the districts.

Districts reported awards and recognition for a variety of accomplishments: staff awards included, but were not limited to, national teacher of the year, national mentor science teacher, physcial education teacher, secondary social studies teacher of the year, counselor, vocational technical teacher, art teacher of the year, math teacher of the year, science teacher of the year runner up, and Alaska first-year teacher of the year. Student awards included but were not limited to: presidential academic fitness and scholar awards, military academy appointments, who's who awards. 1995 graduates in one district received over $437,000 in scholarships, 34 percent of graduates enrolled at Alaska Job Corps, and one district's Drill Team took top honors at the International Drill Team competition.

Table 5
Summary Selected Examples of Other Indicators of Performance

	District
National Teacher of the Year	Kodiak
Scholarships totaling $437,000 from 1995 Graduates	Kodiak
Alaska-A-Land in Motion Taking Wings—State Science Fair	Cordova
National Mentor Science Teacher	Alyeska Central School
National Association of Physical Education Teacher Recongition	Alyeska Central School
Rural Alaska Honor Institute	Alaska Gateway
Math Counts/Spelling Bee—3rd Place	Delta/Greely
Native Youth Olympics —2 state champs	Dillingham
Math Decathlon — 1st place	Klawock
State Academic Decathlon Winners —2 consecutive years	Valdez
Secondary Social Studies Teacher of the Year	Kuspuk
Math Teacher of the Year	Matanuska-Susitna
Science Teacher of the Year - Runner Up	Matanuska-Susitna
Alaska First Teacher of the Year	Unalaska
First time Jr. Nationals Merit Recognition	Yakutat
100% of 1995 Graduates employed	St. Mary's
Counselor of the Year	Kenai
Vocational Teacher of the Year	Kenai
Secondary Art Teacher of the Year	Kenai
National Education Association "Building a Community of Learners"—broadcast on The Learning Channel	Mt. Edgecumbe
Alaska Federation of Native Principals Award	Yupiit

Student Statistical Rates

Annual Change in Enrollment

AS 14.03.120(e)(4) requires school districts to report the annual change in enrollment. Each district's annual change in enrollment was computed by taking the change of membership from October 1, 1994, to October 1, 1995, and dividing by the October 1, 1994, membership. It is expressed as a percentage.

From October 1, 1994, to October 1, 1995, Alaska's public schools experienced an increase of 1% in the kindergarten through 12th grade enrollment.

Thirty districts experienced an increase in enrollment in FY95. Eleven districts (Alyeska, Bristol Bay, Chatham, Dillingham, Fairbanks, Juneau, Ketchikan, Kuspuk, Mt. Edgecumbe, Pelican, and Yupiit) reported no change in enrollment during FY95. The greatest increase in FY95 enrollment was reported by St. Mary's at 15%, followed by Aleutian Region at 13% and Kashunamiut and Yakutat at 11%. The greatest decreases in FY95 enrollment occurred in the districts of Nenana, Skagway, and Southeast Island. Table 6 shows the distribution of increases and decreases in enrollment.

Percent Of Enrollment Change Due To Student Transfers Into And Out Of The District (Transiency Rate)

AS 14.03.120(e)(4) requires school districts to report the change in enrollment due to transfers into and out of the district. The district's transiency rate measures the change in student population due to the transferring of students into and out of the district during the school year. In other words, the transiency rate is the percent of students who are not enrolled in a given district the entire school year. The transiency rate was computed by taking the number of students enrolled for 170 days or more and dividing by the total number of students enrolled for at least one day. The result was then subtracted from one and expressed as a percentage.

The transiency rate is an important factor to consider in judging a school's long-term performance. Student performance indicators may also be affected by the transiency rate.

During the 1994-95 school year, Alaska's school districts experienced a median transiency rate of[a] 17.0%, up slightly from the FY94 rate of 16.6%. Yupiit reported the lowest transiency rate at 2.2% followed by Pribilof at 3.2%. Two districts, Alyeska Central School (63.7%) and Yukon Flats (59.8%) reported transiency rates greater than 50%. Six districts had transiency rates of less than 10% (Aleutian Region, Kashunamiut, Pribilof, Sitka, Tanana, and Yupiit). Table 7 shows the distribution of transiency rates among the districts.

Table 6
Annual Change in Enrollment

Annual Change in Enrollment *

Type of Change	Number Districts	Percent Districts
increase of greater than 5%	10	18%
increase of 1-5%	21	38%
no change	11	20%
decrease of 1-5%	10	18%
decrease of greater than 5%	3	6%

* Total for 55 districts only. Data not reported for one school district

Table 7
Transiency Rate

Transiency Rate *

Type of Change	Number Districts	Percent Districts
less than 10%	7	11%
10% - 24%	38	70%
25% or greater	10	19%

* Total for 55 districts only. Data not reported for one school district

---

a: Given the variation in district size across the state, the median rate is reported to more accurately reflect student mobility.

State Summary of School District Report Cards to the Public

► Attendance Rate

AS 14.03.120(e)(5) requires school districts to report their attendance rate. The attendance rate was computed at the school and district level by taking the aggregate daily attendance during the regular school year and dividing by the aggregate daily membership. It is expressed as a percentage. Daily attendance at the elementary level is based on each half session. When a student is present for only part of the session, her/his attendance is counted according to the nearest half day of attendance. Attendance at the secondary level is based on the load (number of periods) of each student and the number of periods absent based on that load. The Alaska Department of Education's *Pupil Accounting Manual* states in 5 42 01: *A student may be counted present only when he or she is actually at school or is present at another place at a school-sponsored instructional program.* During the 1994-95 school year Alaska's average attendance rate remained stable at the previous year's rate of 93.2%. Seven districts reported an attendance rate of 95% or higher (Alyeska Central, Aleutian Region, Annette Island, Nenana, Nome, Pribilof, and Tanana). Eight districts reported an attendance rate below 90% (Alaska Gateway, Aleutions East, Bering Strait, Hoonah, Klawock, North Slope, Yukon Flats, and Yukon Koyukuk).

Table 8
Attendance Rate

► **Attendance Rate***

Rate	Number Districts	Percent Districts
95% - 100%	7	13%
90% - 94.9%	39	72%
less than 90%	8	15%

* Total for 54 districts only Data not reported for two school districts

► Dropout Rate

4AAC 06.160 requires the districts to report to the department and make available to the public information on the number and percent of dropouts from the previous year for grades 7-12. Percent of public school dropouts is calculated by dividing the number of dropouts by the number of students enrolled on October 1 of the previous school year. This is the fifth year that dropout data have been collected and published on a statewide basis in Alaska.

A "dropout" is an individual who was enrolled in the district at some time during the previous school year and was not enrolled at the beginning of the current school year, but does not include an individual who: graduated from high school or completed a state or district-approved education program, as evidenced by receipt of formal recognition from school authorities; transferred to another public school district, private school, or state or district-approved education program; is temporarily absent due to suspension; is absent due to illness or medical condition; or has died.

Methodology/Data Characteristics

The dropout data presented in this summary were reported by 53 of Alaska's 54 school districts and the two state-operated schools, Mt. Edgecumbe High School and Alyeska Central School (ACS). The districts and ACS reported dropouts in grades 7-12 were over a 12 month period, for the 1994-95 school year. Mt. Edgecumbe High School reported the same information for grades 9 through 12. Each district and the two state-operated schools reported information on the characteristics of students who were dropouts and their reason(s) for leaving.

Types of Dropout Rates

This report provides information on two types of dropout rates. They are event (or annual) rates and cohort rates.

Event rates measure the proportion of students who drop out in a single year without completing high school. Event rates are important because they reveal how many students are leaving school each year and how each year's rate compares with previous ones.

Cohort rates measure what happens to a single group, or cohort of students over a period of time. By following a single group of students, cohort rates provide insights into the dynamics and timing of dropping out and returning to school. These rates are higher than event dropout rates because they represent the cumulative impact of the annual leaving over a number of years.

The event rate answers the question, "What percentage of students dropped out this year?" Event rates calculated in this report answer that question by grade and ethnicity.

The cohort rate answers the question, "What happens to a single group of students over a period of time?" For example, "How many of this year's freshman class will drop out prior to graduation four years from now?" School year 1994-95 marks the fifth year of data collection for the number of dropouts in grades 7-12.

Statewide Event Rates

Annual or event dropout rates for grades seven through twelve are shown in Table 9 and Figure 1. The statewide annual dropout rate for the 1994-95 school year in grades 7 through 12 was 3.9%, up one-tenth from 1993-94, but down from 4.4% in 1991-92 and 4.9% in 1990-91. In 1994-95, of the 52,642 students enrolled in grades seven through twelve, 2,078 were dropouts.

Figure 1
Alaska Annual Dropout Rates by Grade Range
Grades 7-12

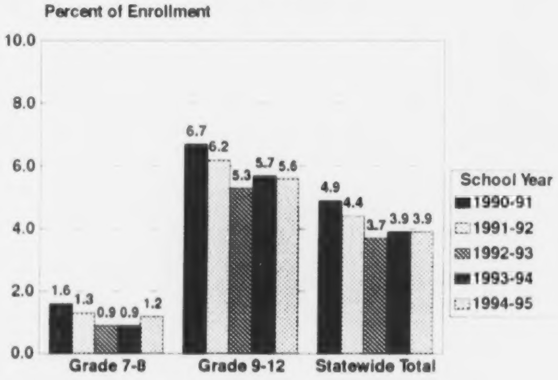


Table 9
Alaska Annual Dropout Rates by Grade
Grades 7-12

	Number of Dropouts					Annual Dropout Rate %[1]				
Grade	1990-91	1991-92	1992-93	1993-94	1994-95	1990-91	1991-92	1992-93	1993-94	1994-95
Grade 7	111	89	76	81	97	1.3	1.0	0.8	0.8	1.0
Grade 8	158	129	90	90	134	2.0	1.5	1.0	1.0	1.4
Grade 7-8	**269**	**218**	**166**	**171**	**231**	**1.6**	**1.3**	**0.9**	**0.9**	**1.2**
Grade 9	423	334	372	378	438	5.2	4.0	4.0	3.9	4.4
Grade 10	463	480	400	484	470	6.3	6.3	5.1	5.7	5.4
Grade 11	593	456	400	471	434	8.9	6.7	5.7	6.5	5.7
Grade 12	451	553	464	506	505	7.0	8.4	6.9	7.3	7.2
Grades 9-12	**1,930**	**1,823**	**1,636**	**1,839**	**1,847**	**6.7**	**6.2**	**5.3**	**5.7**	**5.6**
Statewide Totals	**2,199**	**2,041**	**1,802**	**2,010**	**2,078**	**4.9**	**4.4**	**3.7**	**3.9**	**3.9**

Notes: 1. Percent represents the number of dropouts divided by the October 1 enrollment count by grade.

State Summary of School District Report Cards to the Public

Twenty-three districts showed a decrease in their dropout rate from the previous year while twenty-six districts had a higher rate. Six districts, or 11% showed no change in their reported dropout rates from the 1993-94 to the 1994-95 school year. Of these six districts, five districts reported no dropouts (Aleutian Region, Hydaburg, Mt. Edgecumbe, Pribilof, and Tanana); and one district reported one dropout (Denali).

During 1994-95, eight school districts had no dropouts (Aleutian Region, Hydaburg, Kake, Kuspuk, Mt. Edgecumbe, Nome, and Pribilof) and seven school districts had only one dropout (Cordova, Craig, Denali, Pelican, Skagway, St. Mary's, and Yakutat). One school district had no dropouts between 1990-1995 (Aleutian Region).

Five districts enroll approximately 73% of the students in grades 7-12 statewide. Of all dropouts, 74% were enrolled in these five districts (Anchorage, Fairbanks, Juneau, Kenai, and Matanuska-Susitna).

Alaska Annual Dropout Rates by Ethnicity

Dropout rates by ethnicity for grades 7-12 are shown in Table 10 and Figure 2. In 1994-95, the highest percentage of dropouts occurred with Hispanic students at a rate of 6.2%. Alaska Native/American Indian students had the next highest dropout rate at 5.6%, followed by Black students at 4.8%. White students had the lowest rate at 3.3%. It is important to note that although Hispanic students had the highest rate of dropping out, they made up 5% of the number of dropouts and 2.4% of the number of students enrolled statewide in grades 7-12.

In general, the largest concentration of ethnic enrollment is located in Alaska's five largest districts (Anchorage, Fairbanks, Juneau, Kenai, and Matanuska-Susitna). These districts enroll 83.2% of the White students in grades 7-12, 96.4% of the Black students, 86.5% of the Hispanic students, 78.7% of the Asian students and 33.3% of the Alaska Native/American Indian students. Correspondingly, they have 88% of the White students, 94.1% of the Black students, 92.6% of the Hispanic students, 68.4% of the Asian students, and 42.6% of the Alaska Native/American Indian students who dropped out.

Annual enrollment and dropout percents by ethnicity are shown in Table 11. The ethnic enrollment percents for 1994-95 were almost identical to those in 1993-94. The table shows that across the five year period, White and Asian students dropped out less frequently in proportion to enrollment, while Black, Hispanic and Alaska Native/American Indian students dropped out more frequently.

Table 10
Alaska Annual Dropout Rates by Ethnicity
Grades 7-12

	White	Black	Hispanic	Asian	Alaska Native/ American Indian	**Statewide Totals**
Districts with 3 or more students enrolled						
1990-91	50	13	21	23	55	56
1991-92	51	13	20	25	54	56
1992-93	49	12	24	24	55	56
1993-94	55	15	25	29	55	56
1994-95	54	17	25	25	55	56
Number of Dropouts						
1990-91	1,373	113	57	65	591	2,199
1991-92	1,231	123	62	65	560	2,041
1992-93	1,045	97	76	50	534	1,802
1993-94	1,115	116	93	61	625	2,010
1994-95	1,166	119	81	76	636	2,078
October 1 Enrollment						
1990-91	30,982	1,948	929	1,761	9,419	45,039
1991-92	32,111	2,037	986	1,925	9,821	46,880
1992-93	33,334	2,278	1,086	2,051	10,280	49,029
1993-94	34,666	2,437	1,250	2,176	10,830	51,359
1994-95	35,392	2,489	1,309	2,255	11,197	52,642
Annual Dropout %						
1990-91	4.4	5.8	6.1	3.7	6.3	4.9
1991-92	3.8	6.0	6.3	3.4	5.7	4.4
1992-93	3.1	4.3	7.0	2.4	5.2	3.7
1993-94	3.2	4.8	7.4	2.8	5.8	3.9
1994-95	3.3	4.8	6.2	3.4	5.6	3.9

Notes: 1 Number of districts that had student enrollment in grades 7-12 of 3 or more students by ethnic group.
2 Percent represents the number of dropouts by ethnicity divided by the October 1, enrollment count by ethnicity.

Figure 2
Alaska Annual Dropouts and Rates by Ethnicity
Grades 7-12

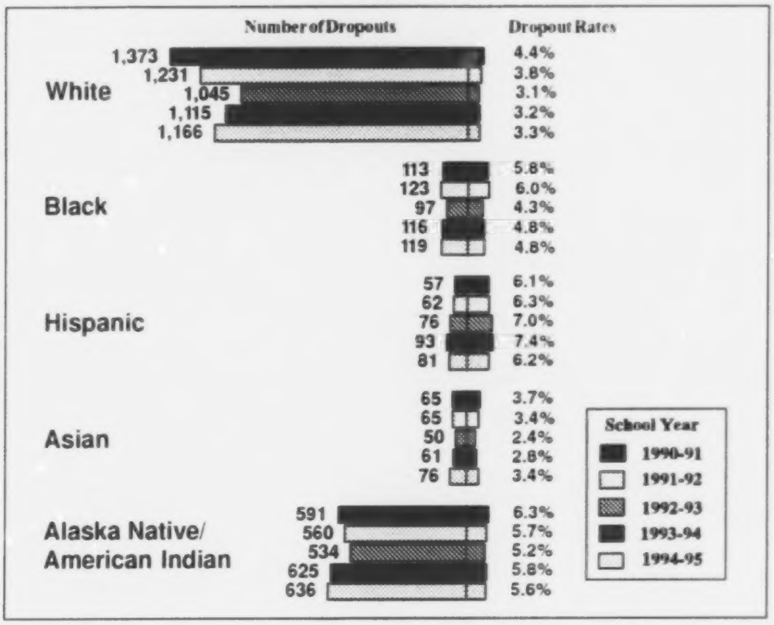


Table 11
Alaska Annual Enrollment and Dropout Percents by Ethnicity
Grades 7-12

	1990-91		1991-92		1992-93		1993-94		1994-95	
Ethnicity	% of Total Enrollment[1]	% of Total Dropouts[2]	% of Total Enrollment[1]	% of Total Dropouts[2]	% of Total Enrollment[1]	% of Total Dropouts[2]	% of Total Enrollment[1]	% of Total Dropouts[2]	% of Total Enrollment[1]	% of Total Dropouts[2]
White	68.8	62.4	68.5	60.3	68.0	58.0	67.5	55.5	67.5	56.1
Black	4.3	5.1	4.3	6.0	4.6	5.4	4.7	5.8	4.7	5.7
Hispanic	2.1	2.6	2.1	3.0	2.2	4.2	2.4	4.6	2.5	3.9
Asian	3.9	3.0	4.1	3.2	4.1	2.8	4.2	3.0	4.3	3.7
Alaska Native/ American Indian	20.9	26.9	20.9	27.4	21.0	29.6	21.1	31.1	21.3	30.6

Notes: 1. Percent of Total Enrollment represents the total enrollment by ethnicity divided by the total October 1, enrollment in grades 7-12.
2. Percent of Total Dropouts represents the number of dropouts by ethnicity divided by the total number of dropouts in grades 7-12.

BEST COPY AVAILABLE

Graduation Rate

AS 14.03.120(e)(5) requires school districts to report their graduation rate. The graduation rate is computed at the school and district level by taking the number of high school graduates and dividing by the number of students who were enrolled in the ninth grade in that district four years earlier. The ninth grade cohort four years earlier is the membership count on October 1, 1991. The ninth grade membership is adjusted by subtracting the number of deaths and transfers out of the district from the cohort group. The number of graduates is adjusted by subtracting the number of students that transferred into the graduating class.

The statewide graduation rate for the 1994-95 school year is 80.2%. This means that of the ninth grade cohorts for school year 1991-92, 80.2% completed high school four years later in that same district. This rate only reflects the proportion of students who graduated in the cohort school district foru years later; it does not address increases or decreases due to tranfer, death, or repeating a grade. The graduation rates reported by districts ranged from a low 0% to a high of 100%. Eleven districts or 20% reported graduation rates of 100% (Aleutian Region, Annette Island, Bristol Bay, Craig, Hydaburg, Kake, Skagway, Southeast Island, St. Mary's, Tanana and Yakutat).

Approximatley one-quarter or 13 districts reported a graduation rate between 90-99%. (Aleutians East, Alaska Gateway, Anchorage, Copper River, Denali, Kuspuk, Matanuska-Susitna, Mt. Edgecumbe, Nome, Petersburg, Unalaska, Wrangell, and Yupiit).

Fifteen percent or 8 districts reported a graduation rate between 80-89%. (Bering Strait, Chugach, Delta Greely, Haines, Kenai, Ketchikan, Kodiak, and Southwest Region).

Twenty-two districts or 41% reported graduation rates under 80%. The lowest graduation rate was 0% reported by Pelican. Of the freshman students who were enrolled in Pelican School District on October 1, 1992, all had transferred out prior to the close of the 1994-95 school year. Hence, the original cohort group had no reported graduates for the 1994-95 school year.

Table 12 shows the distribution of graduation rates among the districts.

Table 12
Graduation Rate

Graduation Rate*

Rate	Number of Districts	Percent Distribution
100%	11	20%
90-99%	13	24%
80-89%	8	15%
Less than 80%	22	41%

* Data reported for 53 districts

Percent of Students Promoted to the Next Grade

AS 14.03.120(e)(2) requires school districts to report their promotion rate. The promotion rate is computed at the school and district level by taking the number of students advanced to the next grade or level at the end of the school year and dividing by the membership on the last day of the school year. The results are expressed as a percentage for each grade first through eighth.

The reader is reminded that during the 1994-95 school year, fifteen of Alaska's school districts had an enrollment of ten or less students at a given grade level. The low student enrollment numbers do have an impact on promotion rates as reported.

Twenty-two districts reported 100% promotion rates for grades one through eight. (Alaska Gateway, Aleutian Region, Aleutians East, Alyeska Central, Bristol Bay, Chatham, Chugach, Craig, Denali, Galena, Hoonah, Hydaburg, Kashunamiut, Kuspuk, Nenana, Nome, Pelican, Sitka, Skagway, St. Mary's, Unalaska, and Yukon/Koyukuk). This represents approximately 41% of the districts with students enrolled in grades one through eight.

Fifteen of these twenty-two districts also reported 100% rates during the 1993-94 school year. See Table 13 for comparison of districts who reported 100% promotion rates for 1993-94 and 1994-95.

Twenty-six districts reported at least one class between grades 1-8 with a promotion rate of less than 98.1%.

Grades one, seven, and eight had the lowest statewide promotion rates at 98.2%, 98.1% and 98.4% respectively. Grades two, three, four, five, and six had promotion rates over 99%. Table 14 shows the state average for the percent of students promoted to the next levels for grades one through eight.

Table 13
Two Year Comparison of Districts with 100% Promotion Rates for Grades 1-8

100% Promotion Rate

FY94	FY95
Adak	Alaska Gateway
Alaska Gateway	Aleutian Region
Aleutian Region	Aleutians East
Aleutians East	Alyeska Central
Annette	Bristol Bay
Bristol Bay	Chatham
Chugach	Chugach
Craig	Craig
Denali	Denali
Dillingham	Galena
Galena	Hoonah
Hoonah	Hydaburg
Hydaburg	Kashunamiut
Kake	Kupsuk
Kashunamiut	Nenana
Klawock	Nome
Nenana	Pelican
Pelican	Sitka
Pribilof	Skagway
Skagway	St. Mary's
Unalaska	Unalaska
Wrangell	Yukon-Koyukuk

Table 14
Alaska Statewide Average of the Percent of Students Promoted to the Next Grade*

Percent of Students Promoted to the Next Grade

Grade	% Promoted
1	98.2%
2	99.1%
3	99.3%
4	99.6%
5	99.5%
6	99.5%
7	98.1%
8	98.4%

*Data reported for 55 school districts.

Percent Of Students Scoring In The Top And Bottom Quarter Of A Standardized National Achievement Test

AS 14.03.120(e)(1)) requires school districts to report the percent of district students scoring in the top and bottom quartiles of a national standardized achievement examination. Alaska regulation 4 AAC 06.710 further requires school districts to annually assess students in grades 4, 6, and 8 with a norm referenced standardized test in the areas of reading, mathematics, and language arts.

The 1994-95 school year was the sixth consecutive year of Alaska's statewide student testing program. In 1989, the Iowa Tests of Basic Skills, Form G (ITBS) was selected as the test that best met the statute requirements. The ITBS is designed to permit comparisons between the scores of local students or groups of students with a national sample of students in the same grades. In 1994-95, districts were given the option of testing in either the fall or spring. All other testing conditions were constant across the five-year period. A more complete description of the testing program is included in Appendix E.

Although many important areas are not tested by the ITBS, the results are an important sampling of the skills and knowledge taught in Alaska's schools. These test results together with the other information collected and reported by each district and summarized for the state in this report adds to our understanding of the performance of Alaska students.

In 1994-95, more than 26,000 students in grades 4, 6, and 8 were tested with the ITBS. This represents approximately 91% of the public school students eligible to be tested. State regulations require all students to be tested with exception of certain categories of special education and non-English speaking students.

As a residential school for students in grades 9-12, Mt. Edgecumbe did not participate in the state ITBS testing. In the Spring of 1990 and 1993, Mt. Edgecumbe administered the norm-referenced Science Research Associates Tests (SRA) for students in grades 9 and 11. Since the SRA assessment was not administered during the 1993-94 school year, Mt. Edgecumbe's reported student scores are for Spring 1990 through Spring 1993 only. The results for both the SRA and ITBS are based upon 1985 norms.

In this section of the report, the scores used to report test results are the percent of students in the bottom and top quartiles. The percent of students scoring in the bottom quarter is the proportion of the students whose percentile scores were lower than 25% of the original norm group. The percent of students scoring in the top quarter is the proportion of the students whose percentile scores were higher than 75% of the norm group. The test was originally constructed so that 25% of students would score in the top quarter and 25% would score in the bottom.

During the 1994-95 school year, fifteen of Alaska's school districts had an enrollment of ten or less students at a given grade level. In reviewing the test scores on the summary pages of individual districts, the impact of low student numbers on percentage rates must be kept clearly in mind. For example, a district may have three students in grade four scoring in the top quartile out of a class of ten for a percentage of 30%, whereas, out of a class of twenty the percentage would be 15%, and in a class of 100 it would be only 3%.

This year's statewide test results continue the trend for a higher percentage of Alaskan students scoring in the top quartile than in the bottom quartile. The 1994-95 results show that:

- across all grades and content areas, more than 25% of Alaska's students scored in the top quartile in all areas except grade 6 mathematics and grade 8 language arts.
- continuing a five-year trend, a higher percentage of Alaska's students scored in the bottom quartile in all grade levels and content areas than the previous year.

Test data collected over the past six years reflects:

- a higher percentage of students score in the top quartile than in the bottom quartile for every grade and subject area.
- in every subject area and grade level, except 4th and 6th grade mathematics, and 4th grade langauge arts, achievement was higher the first year of ITBS testing (1989-90).
- over the last six years, scores have remained relatively stable across all grades and subject areas, **with the exception of reading scores which have shown a downward trend.**

The results also continue to show that student performance across Alaska's school districts varies widely. **Information gathered for this report and from other sources continues to reflect lower achievement for students who live in homes where English is a second language, and in districts with cultural differences between the community and the school, and where there are high concentrations of families who meet poverty standards.**

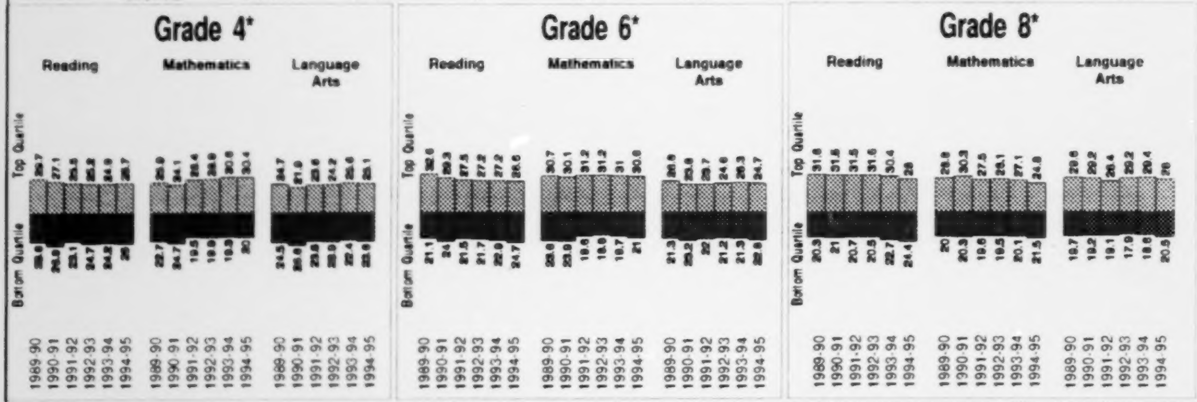
Student Questionnaire Section of 4AAC 06.740-750 requires the development and administration of school and student questionnaires and requires that the information from the questionnaire be used to interpret and report statewide testing results. This section highlights some of the stronger relationships found between student performance levels and student responses to questions statewide. Why some individuals or groups of students perform better in school than others is too complex a question to be completely answered by a general survey. However, a survey can help to identify some of the factors that are related to performance.

A complete listing of all questions, responses and corresponding statewide average scores is available from the Department of Education's Office of Data Management.

Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quartile

	Total Students Tested¹		Students Absent from Testing¹		Students Excluded from Testing for Special Education or Bilingual Reasons¹		Special Education Students Tested¹		Bilingual/Bicultural Students Tested¹	
	#	%	#	%	#	%	#	%	#	%
1989-90	23,372	94.5	not collected		not collected		1,594	6.8	3,281	14.0
1990-91	24,684	94.8	687	2.6	681	2.6	1,798	7.3	3,173	12.9
1991-92	25,434	92.1	672	2.4	1,499	5.4	2,044	8.0	2,149	8.5
1992-93	25,930	93.0	887	3.2	1,067	3.8	2,171	8.4	2,166	8.4
1993-94	26,789	92.1	1,363	4.7	935	3.2	1,971	7.4	2,111	7.9
1994-95	26,732	90.6	1,979	6.7	691	2.3	2,196	8.2	2,186	8.2



1 Total students tested, absent, excluded, includes Fairbanks students who were administered the CAT/5 in lieu of the ITBS.
* FY95 quartile data reflects 53 districts (Adak, Fairbanks, and Mt. Edgecumbe did not participate in the Iowa Test of Basic Skills in school year 1994-95).

STUDENT QUESTIONNAIRE INFORMATION

In reviewing the data obtained from students during 1994-95, several clear patterns and relationships emerged;

Reading. There was a strong relationship noted at all grade levels between positive responses to reading questions and higher achievement as measured by the ITBS and reported as the Alaska Composite Score. Across all grade levels, the more a student liked reading, the more important a student felt reading was, and the more time a student spent outside of school reading, the higher test scores the student achieved. There was a 45 percentile point difference between those students who felt that learning to read was "very important" and those students who indicated that they felt it "was not at all important." Fully two-thirds of the students tested in grades 4, 6 and 8 indicated that they read outside of school every day. For these students, test scores averaged 44 percentile points higher than the students who indicated they read "very little or not at all" outside of school.

Attitude toward school. The student survey contained a number of questions related to whether or not a student liked or felt it was important to learn various subjects (i.e., reading, writing, math). The responses to these questions can be broadly interpreted as a "school attitude" dimension. Across all grade levels, there was a very strong relationship between positive responses to these subject area questions and higher test scores.

Aspirations. Students in grades 6 and 8 were asked questions related to their future plans. For students in both grades, there was a very strong relationship between higher test scores and future plans that included continuing school or going to college. There was more than a 20 percentile point difference, using the Alaska Composite scores, between the students who indicated they anticipated going to college and those who planned to go to work. The test scores for the grade 6 students who indicated that they expected to received an advanced college degree averaged 55 percentile points higher than the scores of students who indicated they did not expect to graduate from high school (72 vs. 17). It is encouraging to note that higher percentages of students than in the past are planning to attend college. More than 45% of 8th graders and 69% of 6th graders indicated they plan to continue their education beyond high school.

Homework. There was no clear association noted between higher test scores and the amount of time spent on homework for students in grades 4 and 6. For students in grade 8, however, there was a marked relationship. Students in 8th grade who indicated they spent more than one hour daily on homework averaged 15 percentile points higher than students spending less than half an hour, and 23 points above those spending little or no time on homework.

Technology. There was no clear relationship discerned between the level of student achievement and the use of calculators and computers at school, except at grade eight where the student achievement scores increased in relation to the extent of calculator use at school. The scores of eighth grade students who indicated daily use of calculators at school averaged 28 percentile points higher than students indicating minimal or no use.

Video Games. At all three grade levels, the more time a student indicated playing video games, the lower the achievement level. There was almost a 30 point differential between the average percentile scores of students who said they spent less than half and hour a day playing video games and those indicating three or more hours daily (59 vs. 30).

Gender. At all three grade levels, the Alaska Composite scores for females were higher than for males, averaging 8 percentile points. This difference increased slightly as students progressed through each of the three grades tested.

Special Programs. The need for additional assistance for students with special educational and/or language needs, and the effectiveness of current identification procedures was highlighted by these test results. The average percentile scores for students identified as special education, Chapter 1, migrant, and/or bilingual students were 14, 20, 29 and 25, respectively. The scores of students identified as with the "gifted" designation averaged 91, almost 40 percentile points higher than state averages.

An important question to ask is whether students in Alaska's schools are increasing their knowledge and skills over time. In attempting to answer this question, the two tables below each present five years of ITBS student achievement data in the areas of reading, language and math. The data in these tables are arrayed in a manner that allows a comparison of student performance of 1989-90 and 1990-91 grade four students with the scores of sixth graders in 1991-92 and 1992-93, and eighth graders in 1993-94 and 1994-95. With the annual transiency statistics in our state in excess of 16% per year, it must be clearly noted that many of the sixth and eighth grade students are not the same students tested as fourth graders. These analyses however, do allow us to look for trends over time.

Using the 1989-90 school year reading, language and math data as a reference point, both 1991-92 and 1993-94 data reflects a clear pattern of gains in all three areas.

Although not as dramatic as the previous gains, the data in table 16, also reflect overall gains in student achievement in all three areas over the five-year period. In all cases, the percentile scores achieved by Alaska students were above the national averages.

Table 15
A Five-year Quasi-Longitudinal Comparison of State Average Percentile Rank Scores in Reading, Language and Math (1989-90 - 1993-94)

Year	Grade	Reading	Language	Math
1989-90	4	48	49	46
1991-92	6	54	49	61
1993-94	8	56	59	55
Change (grade 4 to 8)		+8	+10	+9

Table 16
A Five-year Quasi-Longitudinal Comparison of State Average Percentile Rank Scores in Reading, Language and Math (1990-91 - 1994-95)

Year	Grade	Reading	Language	Math
1990-91	4	51	49	52
1992-93	6	54	51	58
1994-95	8	53	56	53
Change (grade 4 to 8)		+2	+7	+1

Other Assessment Information

Along with the state standardized testing program using the Iowa Test of Basic Skills (ITBS), there are several other national assessment programs in which significant numbers of Alaska Students participate. The best known of these are the Scholastic Assessment Test (SAT), formerly known as the Scholastic Achievement Test, and the American College Test (ACT) assessment programs. Another performance indicator that is often reported, is the number of high school students who take Advanced Placement (AP) examinations and their scores. Presented below are several tables which provide a comparison of the performance of Alaska students with students nationwide.

Scholastic Assessment Test

Table 17 below, presents a five-year history of the SAT average Verbal and Mathematics scores achieved by Alaska college-bound seniors in comparison to seniors nationwide. Also presented is the percentage of Alaska graduates taking the test in comparison to national percentages. According to The College Board one of the most significant factors to consider in comparing SAT scores from state to state is the proportion of students taking the test. Statistically, it is expected that states with a lower proportion of students taking the test will have higher SAT scores than national averages.

In 1995, more Alaska students than ever before took the SAT (2,865, an increase of 8% over 1994. This number represents almost 50% of Alaska's high school graduates). Alaska students continued to outperform students nationwide on the SAT. In Math, they achieved an all-time high of 489, seven points higher than the national average. The trend also continued for higher percentages of Alaska's graduates to take the test than is the case nationally (50% compared to 41%). Alaska Native graduates who took the SAT also saw their averages increase, with Verbal scores up 31 points, and Math scores increasing by 23 points.

American College Test (ACT) Assessment

The long-term trend for higher percentages of Alaska seniors to take the ACT than seniors nationally continued in 1995 (42% versus 37%). Table 18 reflects a comparison of Alaska graduates who took the ACT with graduates nationwide. Although the differences are small, for the second year in a row they achieved above the national composite average.

Table 17
A Five-year Comparison of Average SAT Verbal and Math scores and Percentage of High School Graduates Taking the Test with National Averages

Year	Alaska Verbal	Alaska Math	National Verbal	National Math	% of Alaska Grads taking SAT	% of National Grads taking SAT
1995	445	489	428	482	49.7	41
1994	434	477	423	479	49.6	42
1993	438	477	434	478	48.9	43
1992	433	475	423	476	47.5	42
1991	439	481	422	474	45.4	42

Figure 3 below presents data on the performance of Alaska and the national sample of seniors who took the ACT on four academic components of the test. As the data in Figure 3 depicts, graduates who took the ACT in 1995 achieved higher scores in three of the four areas tested; Mathematics, Reading and Science Reasoning. As mentioned previously, Alaska's Composite score was also higher than the national average. Alaska seniors scored slightly lower in the English subtest. Information from the ACT report reflected the strong relationship that exists in Alaska and across the nation between high ACT scores and taking a challenging academic high school curriculum.

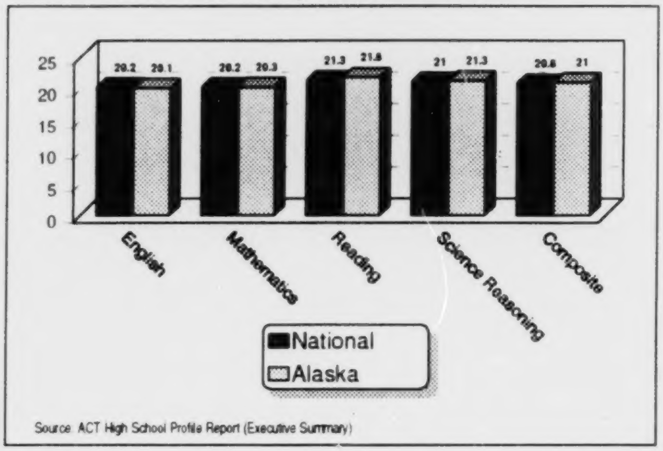
Advanced Placement (AP) Examinations

In 1995 The College Board reported that 992 Alaska students completed AP exams, an increase of 7.9% over the previous year. There was also an increase in the overall quality of Alaska students' performance, with higher percentages of students achieving a score of 3 to 5 on the examinations. The report also reflected a 36% increase in the number of Alaska Native students taking AP examinations.

Table 18
ACT Composite Scores
A Comparison of Alaska and National Seniors

Year	Alaska	National
1995	21.0	20.8
1994	20.9	20.8
1993	20.7	20.7
1992	20.6	20.6
1991	20.6	20.6
1990	20.2	20.6
1989	20.1	20.6
1988	20.5	20.8
1987	20.7	20.8
1986	20.2	20.8

Figure 3
A Comparison of Alaska and National ACT Scores By Academic Area



Source: ACT High School Profile Report (Executive Summary)

To procede the individual district summary pages—transitional statement:

Alaska is proud to be at the forefront of providing this compilation of information. The reader should notice that this document is intended as a summary report and does not necessarily reflect all the ongoing activities that an individual district may be implementing to improve student performance. The summaries of the *School Districts' Report Card to the Public* should not be used in isolation, but rather in conjunction with other information that school districts collect.

During the 1994-95 school year fifteen of Alaska's school districts had an enrollment of ten or less students at a given grade level. As the reader reviews the summary pages of individual districts, he or she needs to keep in mind the impact these low student numbers have on the percentage ranges. A district may promote all but one student in the fourth grade for promotion rate of 90 percent in a grade with ten students, whereas the promotion rate would be 95 percent in a grade with twenty students and 99 percent in a grade with hundred. Similarly, if three students are tested in grade 4 reading, a switch of one student in and out of the top quartile would result in a 33 percent swing in percentages.

The specific reporting elements required of all school districts varied in size, format, and scope, however there were common threads. To consolidate the information for the reader and to make the information more consistent, the Department of Education summarized the comprehensive report cards to fit a two-page format for each school district. To ensure that the summaries reflect the most important components of each district's report, superintendents were given an opportunity to review a draft copy of their district's summary and to request modifications. Persons wishing to know more about the performance of an individual school district or wishing a copy of the district's comprehensive *School District Report Card to the Public* or Education Plan should contact the district directly. A listing of district superintendents appears in Appendix H.

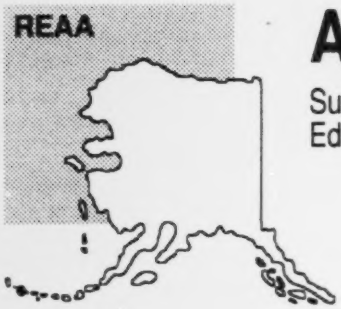
Individual District Summaries

Individual School District Summaries of School District Report Cards to the Public

Adak Region Schools 32
Alaska Gateway Schools 34
Aleutian Region Schools 36
Aleutians East Borough Schools 38
Anchorage Schools 40
Annette Islands Schools 42
Bering Strait Schools 44
Bristol Bay Borough Schools 46
Chatham Schools 48
Chugach Schools 50
Copper River Schools 52
Cordova City Schools 54
Craig City Schools 56
Delta/Greely Schools 58
Denali Borough Schools 60
Dillingham City Schools 62
Fairbanks North Star Borough Schools .. 64
Galena City Schools 66
Haines Borough Schools 68
Hoonah City Schools 70
Hydaburg City Schools 72
Iditarod Area Schools 74
Juneau City Schools 76
Kake City Schools 78
Kashunamiut Schools 80
Kenai Peninsula Borough Schools 82
Ketchikan Gateway Borough Schools 84
Klawock City Schools 86
Kodiak Island Borough Schools 88
Kuspuk Schools 90
Lake and Peninsula Borough Schools 92
Lower Kuskokwim Schools 94
Lower Yukon Schools 96
Matanuska-Susitna Borough Schools 98
Nenana City Schools 100
Nome City Schools 102
North Slope Borough Schools 104
Northwest Arctic Borough Schools 106
Pelican City Schools 108
Petersburg City Schools 110
Pribilof Schools 112
Saint Mary's Schools 114
Sitka Borough Schools 116
Skagway City Schools 118
Southeast Island Schools 120
Southwest Region Schools 122
Tanana City Schools 124
Unalaska City Schools 126
Valdez City Schools 128
Wrangell City Schools 130
Yakutat City Schools 132
Yukon Flats Schools 134
Yukon/Koyukuk Schools 136
Yupiit Schools 138

State-Operated Schools Summary

Alyeska Central School 140
Mt. Edgecumbe High School 142



Adak Region Schools

Summary School District Report Card to the Public
Edward Gilley, Superintendent

District Characteristics

Average Daily Membership	0	Schools	0
High School Graduates	0	Population	923
Square Miles	1,348	Median Family Income	35,187
Funding Communities	1	Per Capita Income	15,035
		% Unemployment	1.6
		% Adults with H.S. Diploma	97.0

Superintendent's Highlights

Adak Region school district is under the final process of turning over all facilities to the Alaska Department of Education, U.S. Department of Education, and the U.S. Navy.

Student Population

Ethnicity

No Enrollment

Student Characteristics

No Enrollment

Gifted
Special Ed
Chapter I
Bilingual
Low Income
Below Poverty
*Migrant

* FY94 data

District Progress Toward Goals

1994-95 GOALS	PROGRESS

Adak Region Schools had no student enrollment during the 1994-95 school year. Therefore this information was not reported.

Comments on School's Performance

Students, Parents, and Community Members

Not applicable

Parent Involvement

Not applicable

Other Indicators of School Performance

Not applicable

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	2	not collected	not collected	1	0.5	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
1991-92	0	25.9	97.0	0	0.0	
1992-93	-5	34.6	96.9	2	1.0	
1993-94	-27	76.6*	87.4	0	0.0	
1994-95	Not applicable					

Percent of Students Promoted to the Next Grade

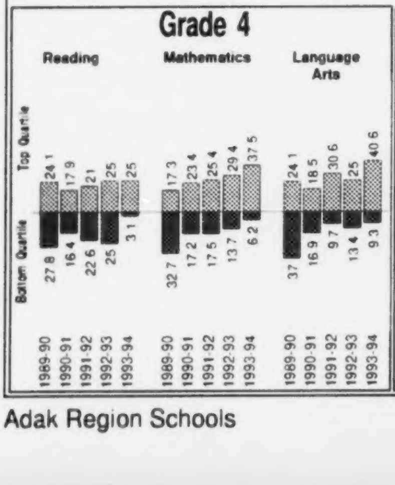
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1993-94	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1994-95	Not applicable							

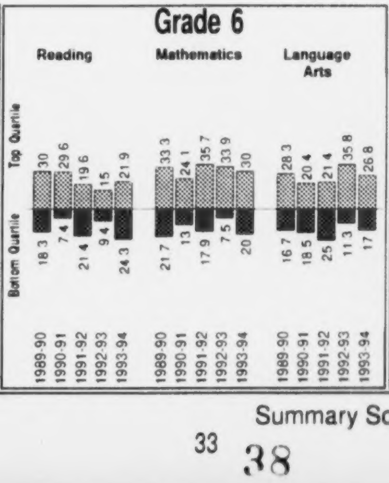
*Due to military downsizing

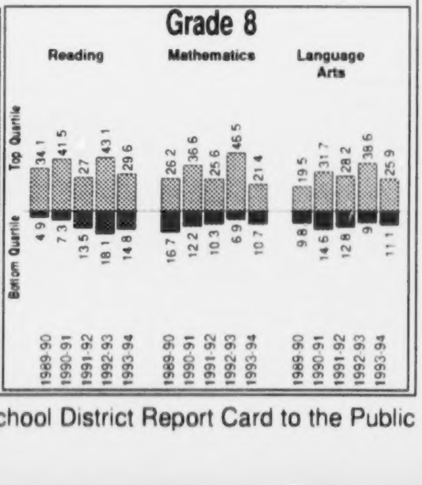
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

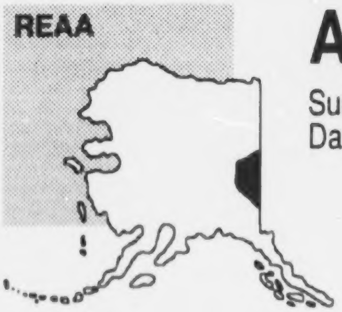
Nationally, 25% of students score in each quartile.

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	156	98.7	not collected		not collected		5	3.2	21	13.5
1990-91	165	98.2	3	1.8	0	0.0	9	5.5	17	10.3
1991-92	158	90.8	0	0.0	16	9.2	11	6.3	1	0.5
1992-93	149	96.1	6	3.8	0	0.0	16	10.7	4	2.6
1993-94	101	83.5	18	14.9	2	1.7	2	2.0	1	1.0
1994-95	n/a	0.0	n/a	0.0	n/a	0.0	n/a	0.0	n/a	0.0


Grade 4


Grade 6


Grade 8



Alaska Gateway Schools

Summary School District Report Card to the Public
Darroll Hargraves, Superintendent

District Characteristics

Average Daily Membership	536	Schools	9
High School Graduates	24	Population	2,196
Square Miles	20,649	Median Family Income	30,222
Funding Communities	8	Per Capita Income	12,505
		% Unemployment	13.3
		% Adults with H.S. Diploma	78.0

Superintendent's Highlights

The Alaska Gateway School District continues the battle of the budget as we streamline overall district programs. Traditionally, general revenue funded positions such as teachers and aides have not been cut. The district will continue this emphasis in the future.

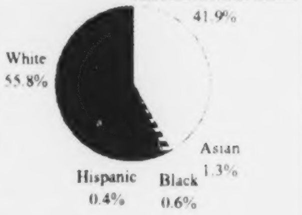
Successful efforts were made to develop goals and activities for the current school year.

The district is emphasizing the following: community and parental involvement, development and revision of policies, and necessary support to allow students to consider education after graduating from high school.

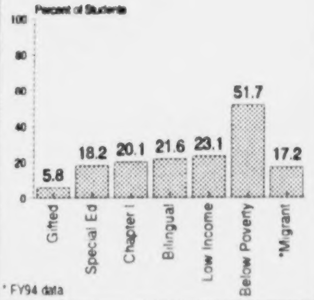
The construction of new school facilities at each site made it possible for the district to emphasize instruction.

Student Population

Ethnicity



Student Characteristics



* FY94 data

District Progress Toward Goals

1994-95 GOALS	PROGRESS
■ Develop a districtwide plan for educational technology.	■ The recently appointed Technology Committee solicitied input from every site and developed a written technology plan which was subsequently approved by the Board of Education.
■ Develop a budget document which could be presented to staff and community.	■ The 1994-95 budget was re-formatted to fit a document which could be presented to staff and community members. ■ The 1995-96 budget was developed using this format and was approved by the board of education.
■ Implement new personnel hiring practices, which will lead to excellence in new staff hires.	■ The personnel office developed a hiring procedure which involved all levels of the hiring process and defined the role of different entities in that process. ■ The personnel office solicited and received over 500 applications from outstanding applicants from all over the nation, many from Alaska.
■ Implement new procedures for development of districtwide goals and educational plans.	■ The board with members of the administration, staff and community entered into and completed a goal-setting process for the 1995-96 school year. ■ Goals have been distributed to all sites with a request that all employees provide information regarding activities planned to help them to achieve goals.

Comments on School's Performance

Students, Parents, and Community Members

Students

■ increase course offerings, especially in the area of fine arts ■ increase classroom time on computers ■ student voice is heard by staff, advisory school boards, and community

Parents and Community

■ encourage teachers to continue to have high academic expectations of students ■ increase extra-curricular activities ■ encourage teachers to emphasize vocational and technological skills

Parent Involvement

- home visits by teachers and principal
- parents as classroom volunteers
- athletic events, holiday functions, open house, community picnic
- parent orientation
- parent workshops on computer, AIDS, evenstart, village council, arts and crafts
- parent resources available in the library
- parent-teacher conferences
- Parent-Teacher-Student Association
- read-at-home program
- advisory school board
- Indian education and Native youth council committees

Other Indicators of School Performance

- American College Test and Scholastic Assessment Test are used to assess student performance. District sponsored programs include: Rural Student Vocational Program, Spelling and Geography Bees, Close-up, and Battle of the Books. Student awards included acceptance into the Rural Alaska Honor School Institute at the University of Alaska Fairbanks.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	4	not collected	not collected	4	1.9	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
1991-92	-1	26.0	91.6	6	3.1	
1992-93	3	8.0	91.4	5	2.2	
1993-94	3	not reported	91.4	7	3.1	
1994-95	2	20.0	89.6	4	1.6	95.0

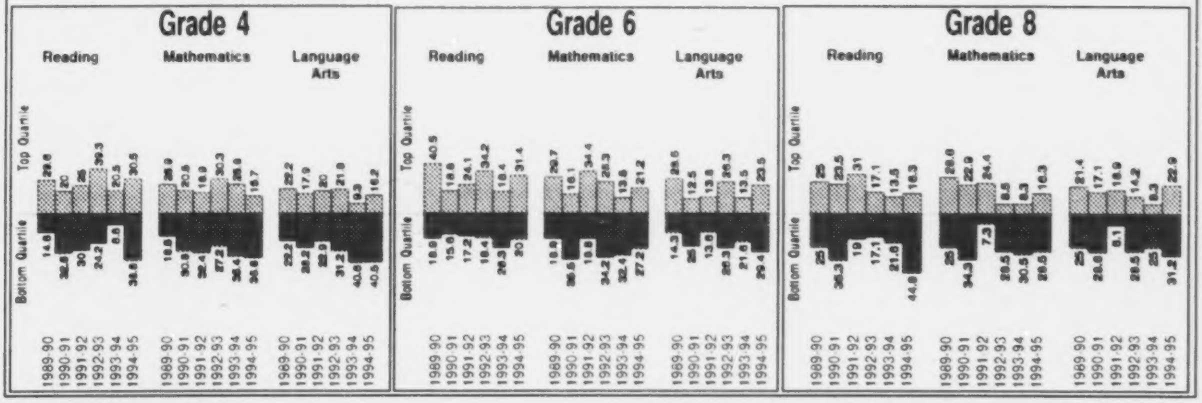
Percent of Students Promoted to the Next Grade

Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	97.7	100.0	100.0	100.0	100.0	97.6
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1993-94	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1994-95	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

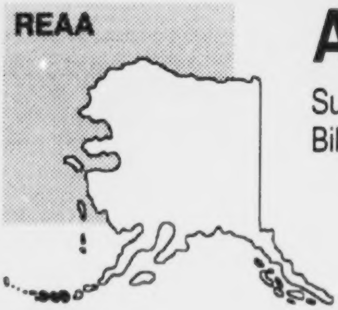
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

Nationally 25% of students score in each quartile

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	92	81.4	not collected		not collected		5	5.4	19	20.7
1990-91	107	92.2	5	4.3	4	3.4	9	8.4	7	6.5
1991-92	115	87.1	15	11.4	2	1.5	12	9.1	20	15.2
1992-93	106	86.1	9	7.3	8	6.5	5	4.7	15	14.1
1993-94	109	93.2	7	6.0	1	0.9	14	12.8	21	19.3
1994-95	122	93.8	8	5.4	0	0.0	5	4.1	13	10.7



BEST COPY AVAILABLE



Aleutian Region Schools

Summary School District Report Card to the Public
Bill Walz, Superintendent

District Characteristics

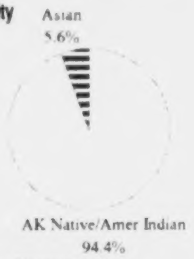
Average Daily Membership	18
High School Graduates	2
Square Miles	3,542
Funding Communities	1
Schools	1
Population	132
Median Family Income	35,187
Per Capita Income	15,035
% Unemployment	1.6
% Adults with H.S. Diploma	70.0

Superintendent's Highlights

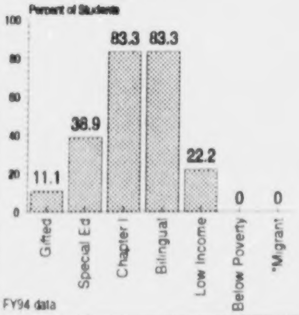
The 1994-95 school year was highlighted by the resurrection of Aleut culture which was established as a focal point of the curriculum. Areas emphasized in this cultural development included: language, dance, regalia preparation, et cetera, as well as integration in the core curriculium areas. Further, a complete K-12 curriculum was developed by staff and approved for implementation by the School Board. Technology continued to play a major role in the school. Thematic instruction, peer tutoring, as well as full inclusion were also chief components of the school program.

Student Population

Ethnicity



Student Characteristics



* FY94 data

District Progress Toward Goals

1994-95 GOALS	PROGRESS
■ Creation of a traditional Aleut Arts troupe capable of dance performance and costume construction.	■ Dance troupe, Atx̂am Taliĝisniikangis, performed at the Aleut Corporation annual meeting, Alaska Federation of Natives Quyana Night and in the community of Unalaska in October of 1995.
■ Subsistence folkways and methods will be integrated into the curriculum at all levels.	■ Traditional subsistence methods and Native Arts were demonstrated and applied in the Aleut Language class (K-12) and through biweekly traditional arts workshops.
■ Parent involvement will increase to include meaningful instructional participation.	■ Mo Sanders, a Megaskills trainer came to Atka and taught a three-day workshop, which was well attended by the community.
■ More active vocational and post-secondary career exploration activities will be used in grades 7-12 and, where appropriate, in grades 1-6.	■ Each Wednesday afternoon, cooperative learning vocational/career miniworkshops were held in the school. These were open to the public.
■ A new multigrade-specific curriculum will be adopted and implemented during the 1994-95 school year.	■ The new curriculum was completed and adopted by the school board late in the year. The curriculum is due for implementation in the fall of 1995.

Comments on School's Performance

Students, Parents, and Community Members

Students
■ like the increased range of activities and learning experiences ■ value our computer technology skills ■ like the atmosphere and working relationship with school staff

Parents and Community
■ like the focus on Aleut culture and history ■ happy with use of educational technology and alternative teaching strategies ■ would like increased interaction with teachers

Parent Involvement

- Parents support the school through potluck suppers, megaskills program, artists in schools, parent workshops, parent community committee, and library resources available for parents.
- Communication with parents through teacher letters and phone calls, and home-school coordinator activities, parent-teacher conferences, and federal grant parents group.

Other Indicators of School Performance

- Student performance is assessed through the use of the Grady Profile and Iowa Tests of Basic Skills.
- The school was recognized by the media for the dance troupe Atxam Taligisniikangis.
- District sponsored programs include Battle of the Books and silent sustained reading program for K-12 students.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	18	not collected	not collected	0	0.0	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995. 100.0
1991-92	-15	33.3	97.2	0	0.0	
1992-93	-18	0.0	99.1	0	0.0	
1993-94	-30	5.9	93.0	0	0.0	
1994-95	13	5.3	96.1	0	0.0	

Percent of Students Promoted to the Next Grade

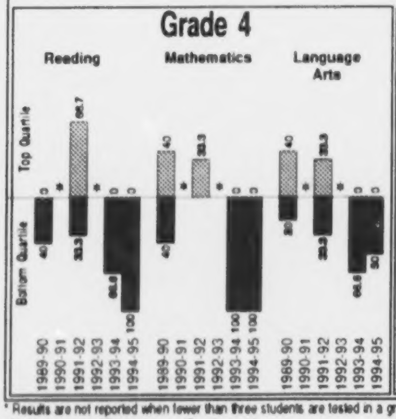
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	*	100.0	100.0	100.0	*	100.0
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*
1993-94	*	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1994-95	100.0	*	100.0	100.0	100.0	100.0	100.0	100.0

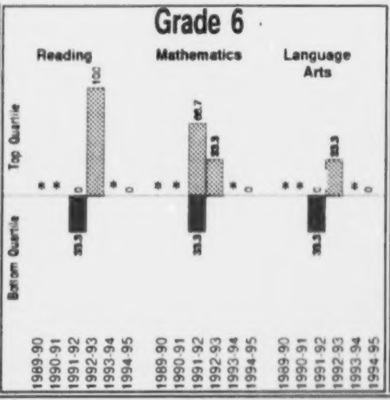
* No students enrolled in this grade.

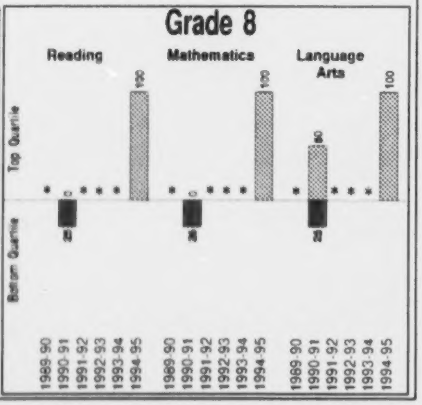
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quartile

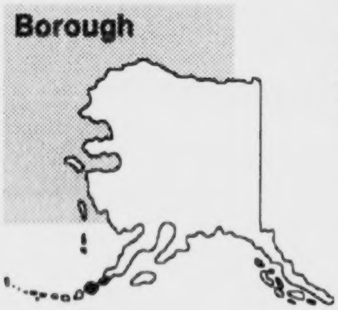
	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	8	100.0	not collected		not collected		2	28.6	6	85.7
1990-91	7	100.0	0	0.0	0	0.0	4	50.0	6	75.0
1991-92	8	80.0	0	0.0	2	20.0	0	0.0	5	50.0
1992-93	4	100.0	0	0.0	0	0.0	0	0.0	0	0.0
1993-94	5	83.3	0	0.0	1	16.7	0	0.0	1	20.0
1994-95	3	60.0	0	0.0	2	40.0	0	0.0	1	33.3







* Results are not reported when fewer than three students are tested in a grade.



Aleutians East Borough Schools

Summary School District Report Card to the Public
Tom Ryan, Superintendent

District Characteristics

Average Daily Membership	365	Schools	6
High School Graduates	29	Population	2,325
Square Miles	7,348	Median Family Income	42,384
Funding Communities	6	Per Capita Income	17,242
		% Unemployment	1.9
		% Adults with H.S. Diploma	66.0

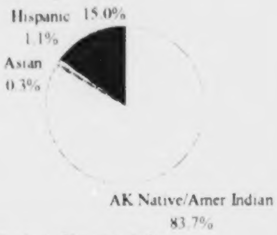
Superintendent's Highlights

This year, Aleutians East Borough School District participated in Goals 2000 in every community. Board members, teachers and classified staff completed the University of Alaska class entitled "A Community of Learners." The purpose of this course was to provide a focus on our vision statement. Over a four year period, the district has compiled a consistent body of data on the desires, values, expectations and hopes that parents, staff and students have for their schools.

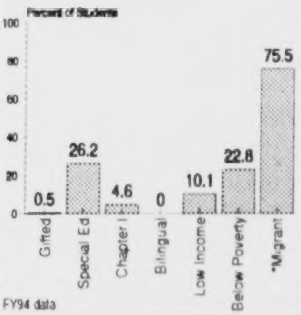
The district now plans for a districtwide average pupil-teacher ratio of 10:1 or better in small schools and a ratio of 13:1 or better in larger schools.

Student Population

Ethnicity



Student Characteristics



* FY94 data

District Progress Toward Goals

1994-95 GOALS	PROGRESS
■ Maintain in-service training programs for board members and staff members.	■ A three day in-service was held in August with Advisory Board training in King Cove and Cold Bay. Board members attended the Alaska Association of School Boards convention in November 1994 and the AASB fly-in in February 1994.
■ Develop curriculum review committees with standing responsibility to review teaching practices and update recommended practices and materials as indicated.	■ A Language Arts committee was established to review the curriculum. The committee met four times during 1994-95. The Health and P.E. curriculum committee met twice. Both curriculum updates were approved by the Board for FY96 implementation.
■ Promote the use of high technology by students and teachers in teaching and learning and by administration in data management and communication.	■ Staff, students and board members attended the Alaska Society of Technology Education conference. The district technology director provided in-class inservice training at each school site.
■ Continue to work and advocate assertively for adequate funds to sustain program quality in all six district schools.	■ As state and federal funding declines, the district makes reductions in staff and programs as necessary.
■ Continue to work cooperatively with the Aleutians East Borough in long range planning of school funding, budget development, construction and repairs, and shared resources.	■ The district, in cooperation with the borough, completed the Akutan School.
■ Pilot alternative and new arrangements and structures for accomplishing support services.	■ Contracts have been developed with the Resource Center for special education, psychological services, related services and federal programs.

Comments on School's Performance

Students, Parents, and Community Members

Students

■ feel welcome in almost any activity ■ teachers are concerned that students learn the subjects they teach ■ most teachers are willing to give students individual help outside of class

Parents

■ doing a good job teaching the sciences and mathematics ■ disruptive students should be removed from class so others can learn

Community

■ feel welcome to visit our school ■ reductions in student activities, as well as other programs should be kept to a minimum ■ doing a good job teaching social studies, geography, history and government, etc.

Parent Involvement

- Parents support the schools through participation on Goals 2000 training in consensus decision making committee, parent advisory committee, and volunteer aides.
- Parents communicate with teachers via telephone, weekly student TV school news presentations, and multimedia presentations.

Other Indicators of School Performance

- Staff and board have been trained on use of California Achievement Test.
- Strong gains in student achievement in reading and language arts according to Iowa Test of Basic Skills.
- The district sponsored program Peer Helper has resulted in a cooperative agreement with East Aleutians Tribal Health Department.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	9	not collected	not collected	3	2.1	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995. 92.3
1991-92	-0	15.4	91.8	5	3.6	
1992-93	-6	19.4	91.8	1	0.7	
1993-94	6	23.0	73.2	1	0.7	
1994-95	-1	11.2	88.6	3	2.1	

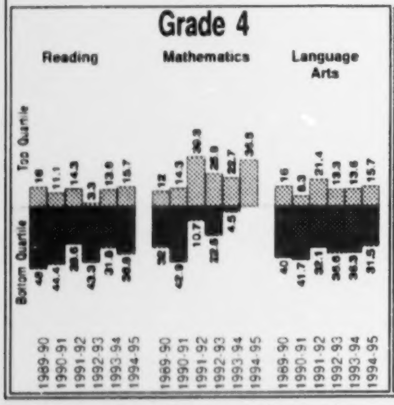
Percent of Students Promoted to the Next Grade

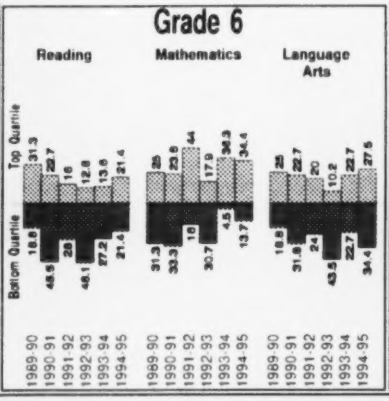
Grade	1	2	3	4	5	6	7	8
1991-92	97.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1993-94	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1994-95	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

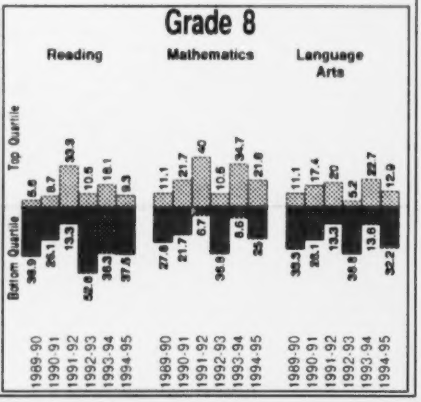
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

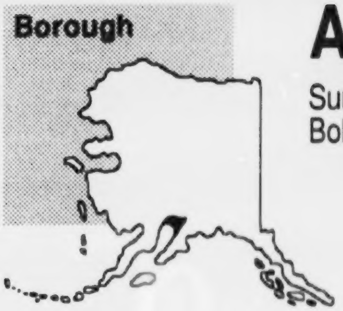
Nationally, 25% of students score in each quartile

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	59	83.1	not collected		not collected		2	3.4	14	23.7
1990-91	81	86.2	6	6.4	7	7.4	4	4.9	3	3.7
1991-92	68	88.3	5	6.4	4	5.1	0	0.0	1	1.3
1992-93	89	91.7	0	0.0	8	8.2	0	0.0	0	0.0
1993-94	67	73.6	24	26.4	0	0.0	2	3.0	0	0.0
1994-95	80	78.4	22	21.6	0	0.0	15	18.8	0	0.0









Anchorage Schools

Summary School District Report Card to the Public
Bob Christal, Superintendent

District Characteristics

		Schools	82
		Population	255,202
Average Daily Membership	45,896	Median Family Income	43,946
High School Graduates	2,158	Per Capita Income	19,620
Square Miles	1,884	% Unemployment	6.7
Funding Communities	3	% Adults with H.S. Diploma	90.0

Superintendent's Highlights

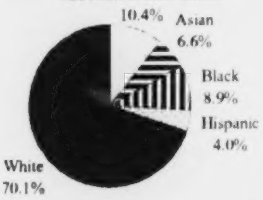
The 1994-95 school year saw an upswing in student achievement. ITBS, SAT and ACT scores were all up over recent years. Partially, this may be the result of the School Report Card process as implemented in Anchorage, with a requirement that each school develop from three to five goals for each year. Of these goals at least two must be directly related to student achievement.

The budget deliberation process for 1995-96 resulted in the redistribution of resources from support areas to allow the conversion of two traditional junior high schools to middle schools, and also to provide funds to help schools serving a high number of at-risk students.

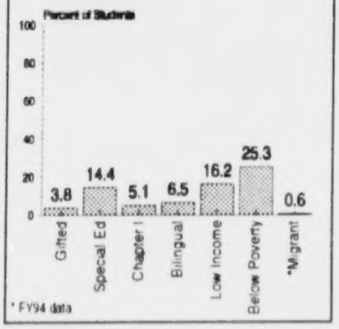
The 1994-95 school year presented challenges that were met by the district.

Student Population

Ethnicity



Student Characteristics



* FY94 data

District Progress Toward Goals

1994-95 GOALS	PROGRESS
■ Academic Excellence	■ Student Achievement - Project PRIDE, a Head Start transition grant, was continued for a fourth year; a parent involvement program - co-sponsored by National Education Association and Alaska Parent Teacher Association; school-to-work pilot at East High School; elementary education worked with Chapter I to identify successful whole-school models; K-6 curriculum review complete with a 12-school pilot approved for implementation in 1995-96; ■ Diversity - "Dignity in Diversity" and REACH - "Respecting Ethnic And Cultural Heritages" courses implemented in jr/sr high schools throughout district in spring 1995; ■ Staff recruitment/development - twenty administrators participated in 20/20 professional development plan; communication workshop conducted by outside consultant - 300 support services personnel attended; special education/equity inservice training was increased; ■ Lifelong learning - incorporated community school programs which have been involved in the execution of School Report Card strategies; school business partnership program included 122 active groups.
■ Supportive Learning Environment	■ Health & Wellness - a 10-hour safety/food sanitation course conducted for managers and lead personnel; ■ Caring schools - school board policy passed regarding automatic expulsion of students for bringing firearms to school.
■ Public Accountability	■ Financial Resources - district is operating in compliance with accepted audit standards; ■ Communications - internal/external communications task force established-recommendations forwarded to superintendent; ■ Facilities - site-based management initiated at the six senior high schools.

Comments on School's Performance

Students, Parents, and Community Members

Students
■ identified activities and the math program as strengths ■ liked the staff

Parents
■ staff are a major strength ■ the climate and environment of classrooms help parents to feel welcome and involved

Community
■ activity programs and choice of programs are a strength ■ concerned about academic standards

Parent Involvement

- Parents support the schools through attending open house, parent orientation, award ceremonies, special school functions, informational workshops, parent-teacher conferences, school-home learning activities, volunteer programs, advisory parent groups, and organized groups such as the Parent-Teacher Association (PTA). Parents communicate with the schools through newsletters, phone calls from teachers to parents, teacher-generated letters, completing needs surveys, and reading written material sent home on parenting tips.

Other Indicators of School Performance

- Anchorage students perform at a level above the national norm on norm-referenced tests. The scores in reading and mathematics in 1995 were up from the corresponding performance levels in spring 1994. The students perform well on locally developed Curriculum Referenced Tests and writing assessments. Secondary students perform well on American College Test (ACT) and Scholastic Assessment Test (SAT) examinations, exceeding the state and national averages on both examinations with over one-third of the population taking the ACT and over half taking the SAT. Both SAT and ACT scores were up in 1994-95 as compared to 1993-94. The drop out rate has been relatively low and stable over time. Typically, most secondary students earn higher grades in elective and upper division classes than in the required, lower division classes.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	3	not collected	not collected	1,004	5.9	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995. 93.8
1991-92	6	17.8	94.2	936	5.2	
1992-93	3	16.6	93.8	554	3.0	
1993-94	3	16.6	94.1	609	3.2	
1994-95	1	17.1	94.4	512	2.6	

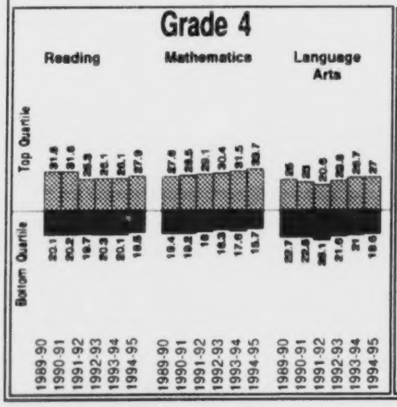
Percent of Students Promoted to the Next Grade

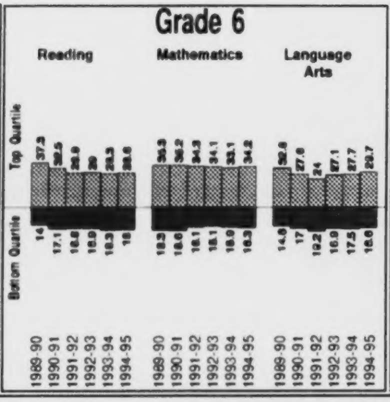
Grade	1	2	3	4	5	6	7	8
1991-92	98.9	99.6	99.8	99.7	99.8	99.8	95.0	96.3
1992-93	98.5	99.3	99.7	99.8	99.9	99.9	95.6	98.1
1993-94	99.1	99.6	99.7	99.8	99.8	99.7	97.7	97.7
1994-95	98.6	99.4	99.6	99.7	99.6	99.7	97.2	98.0

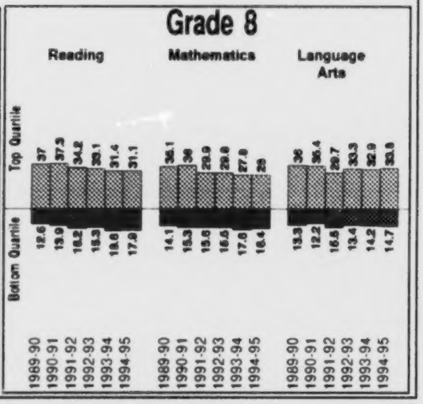
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

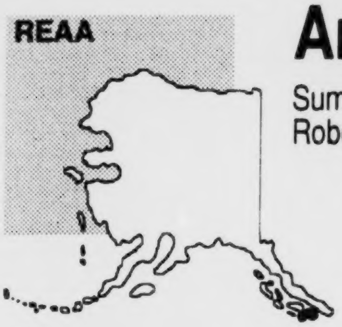
Nationally, 25% of students score in each quartile.

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	8,741	95.1	not collected		not collected		518	5.9	792	9.1
1990-91	9,414	95.9	95	0.9	308	3.1	558	5.9	790	8.4
1991-92	9,668	93.4	0	0.0	686	6.6	770	7.4	407	3.9
1992-93	10,049	95.7	116	1.1	332	3.1	862	8.5	442	4.4
1993-94	10,241	94.1	418	3.8	229	2.1	727	7.1	364	3.6
1994-95	10,153	90.3	756	6.7	334	3.0	566	5.6	354	3.5









Annette Islands Schools

Summary School District Report Card to the Public
Robert Pratt, Superintendent

District Characteristics

Average Daily Membership	420	Schools	3
High School Graduates	23	Population	1,598
Square Miles	8,978	Median Family Income	39,495
Funding Communities	1	Per Capita Income	15,510
		% Unemployment	10.6
		% Adults with H.S. Diploma	77.0

Superintendent's Highlights

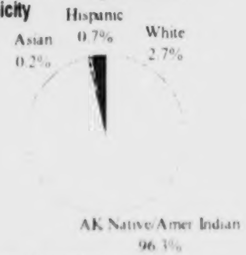
In Metlakatla and the Annette Islands School District the slogan is that "Education is Everyone's Business." Comprehensive planning by teachers, parents, and community members has made the curriculum reflect the needs of the community. Parent advisory groups such as Johnson O'Malley, Migrant, Chapter I and Special Education make certain that the unique needs of all of the students are met. The community is culturally rich in tradition and takes great pride in self-sufficiency.

District Progress Toward Goals

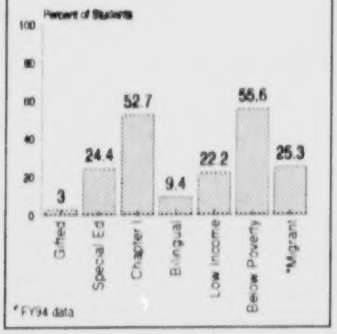
1994-95 GOALS	PROGRESS
■ Re-open the Lepquinum Activity Center in joint cooperation with the Metlakatla Indian Community.	■ Re-opened for 5 months under the Metlakatla Indian Community management.
■ Work towards a Goals 2000 Plan and write a Goals 2000 Grant.	■ Plan has been approved by Department of Education and a $100,000 grant has been received.
■ Improve math curriculum 6-12 with appropriate scope and sequence.	■ Completed.
■ Expand Site-Based Decision model.	■ Advisory groups levels expanded.
■ Work towards receiving Capital Improvement Project dollars for aging and unsafe facility.	■ Funds were not allocated by the state.
■ Continue to address concerns regarding drug & alcohol abuse.	■ Continuing effort.
■ Bring into curriculum the Tsimshian Language and Culture.	■ Unsuccessful due to loss of qualified teacher.

Student Population

Ethnicity



Student Characteristics



* FY94 data

Comments on School's Performance

Students, Parents, and Community Members

Students

■ keep the pool open in the Lepquinum Activity Center ■ adjust the 8 period day schedule to increase learning time and reduce transition time ■ increase summer activities

Parents

■ keep the swimming pool open ■ offer Tsimshian language ■ re-structure progressive discipline procedure at the high school

Community

■ keep the pool open ■ address the drug & alcohol usage outside the school environment

Parent Involvement

- Parents support the schools through attending open house, parent orientation, student performances, award assemblies, special school functions, parent education workshops, informational workshops, parent-teacher conferences, volunteer programs, advisory groups, and organized parent groups. Parents communicate with the schools via newsletters, teacher-generated letters, student newspaper, telephone calls made by teachers to parents, and completing needs surveys.

Other Indicators of School Performance

- District-sponsored programs included: Battle of the Books, Academic Decathlon, future probelm solving, Rural Student Vocational Program, Close-up, Spelling Bee and Geography Bee.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent
1990-91	-6	not collected	not collected	5	3.4
1991-92	11	not reported	91.6	4	2.4
1992-93	-6	3.3	90.2	6	3.5
1993-94	3	30.9	89.5	4	2.3
1994-95	3	30.5	98.5	7	3.7

Graduation Rate
This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
100.0

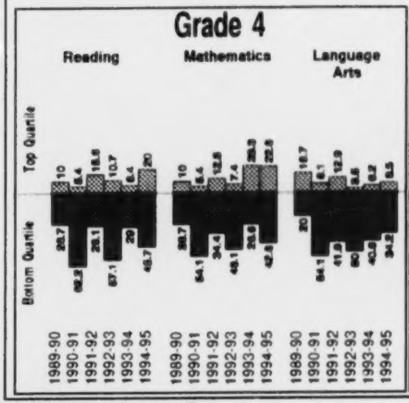
Percent of Students Promoted to the Next Grade

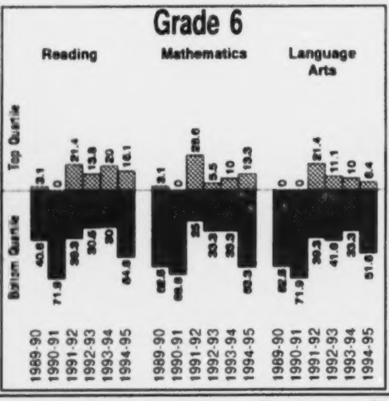
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1993-94	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1994-95	100.0	100.0	100.0	100.0	100.0	100.0	96.7	100.0

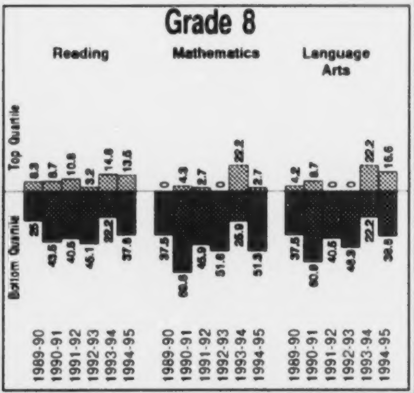
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

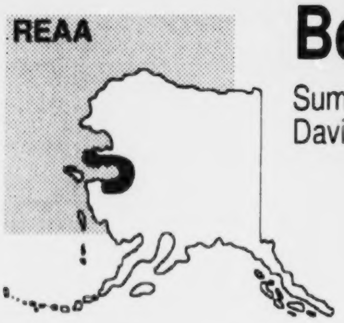
Nationally, 25% of students score in each quartile.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	86	87.8	not collected		not collected		1	1.2	1	1.2
1990-91	92	92.0	8	8.0	0	0.0	17	18.5	11	12.0
1991-92	97	88.9	10	9.1	2	1.8	8	7.3	5	4.5
1992-93	95	97.9	2	2.0	0	0.0	20	21.0	15	15.7
1993-94	89	98.9	1	1.1	0	0.0	11	12.4	2	2.2
1994-95	103	99.0	1	1.0	0	0.0	2	1.9	0	0.0









Bering Strait Schools

Summary School District Report Card to the Public

David Bowling, Superintendent

District Characteristics

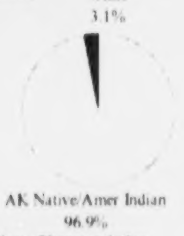
Average Daily Membership	1,601	Schools	15
High School Graduates	61	Population	5,369
Square Miles	24,240	Median Family Income	30,144
Funding Communities	15	Per Capita Income	10,701
		% Unemployment	11.2
		% Adults with H.S. Diploma	57.0

Superintendent's Highlights

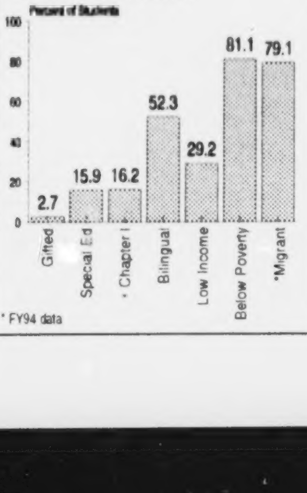
Thanks to hard working staff and parents, Bering Strait School District communities are building a brighter future for the children in our region through our Strategic Plan. Some of these exciting changes include: satellite learning systems installed at 10 school sites; core team established for performance outcomes; Second Language Instruction Yup'ik developed two readers; "Who's Who" student awards presented to 10 students who achieved a 1st place in state, national, or international competitions; new Gambell pre-K-12 school built; increased counseling services to sites; site-based budgeting at all 15 school sites; new business education and industrial technology curriculums implemented, and school board policy manual revised.

Student Population

Ethnicity



Student Characteristics



* FY94 data

District Progress Toward Goals

1994-95 GOALS	PROGRESS
■ Support implementation of "Year One" of the district's strategic plan.	■ Timelines were set up by the superintendent for implementation of the strategic plan over the next 5 years; each annual plan was assigned to a district office administrator for implementation and job accountability sheets were developed for each person in charge of implementing a plan.

Comments on School's Performance

Students, Parents, and Community Members

Students

■ a new school is needed ■ breakfast and luncheon menus need improvement ■ increase Eskimo language offerings in the bilingual classes

Parents

■ place more emphasis on vocational education classes to prepare students who may not attend college ■ a greater emphasis on the teaching of Alaska Native Claims Settlement Act in history classes ■ bilingual/bicultural language curriculum needs to be strengthened.

Community

■ schools are doing their very best to help the students mature and succeed in society ■ continue educating today for our student's tomorrow ■ parents show too little interest in the school or student activities

Parent Involvement

- Parent involvement continues to be a goal of the Bering Strait School District. Many activities have taken place at all of our schools and each school has focused on parent involvement in a way that would complement their own village needs. Parent involvement activities during the past year have included: early childhood education; Thanksgiving feast; advisory education meetings; annual evaluation and planning; parent-teacher conferences; school safety presentations; Iowa Test of Basic Skills review meeting; corporation meetings; school carnivals; elder's banquet; graduation banquet; elementary parent volunteers; school-wide open house; book fair/reading night, and parent storytelling.

Other Indicators of School Performance

- 299 students had perfect attendance in the first quarter; 251 the second quarter; 217 the third quarter; and 135 the fourth quarter.
- 113 students in grades 7-12 were on the honor roll first quarter; 101 the second quarter; 105 the third quarter; and 98 the fourth quarter.
- "Who's Who" awards included ten individuals placing first in state or national competitions.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	2	not collected	not collected	22	4.2	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
1991-92	6	14.8	90.9	29	5.4	
1992-93	3	21.6	89.9	21	4.0	
1993-94	4	16.7	89.1	16	3.0	
1994-95	4	17.3	88.5	23	4.0	87.7

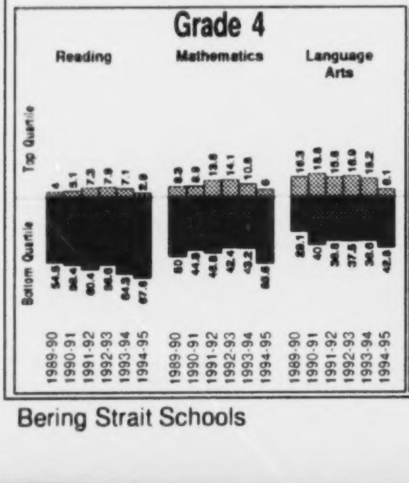
Percent of Students Promoted to the Next Grade

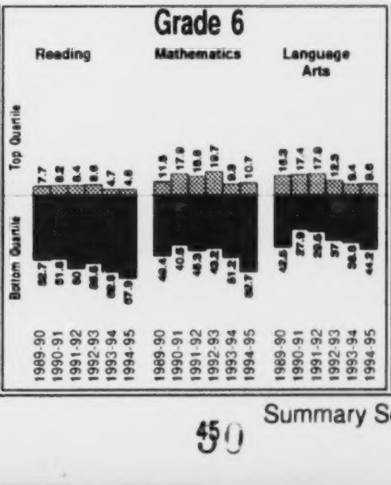
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	99.2	99.2	100.0	100.0	100.0	100.0	99.1
1992-93	96.7	96.9	97.7	99.2	99.1	99.0	98.1	100.0
1993-94	97.8	93.5	98.6	99.2	99.4	97.8	97.8	99.0
1994-95	98.7	95.6	98.4	99.0	99.0	99.0	97.9	98.8

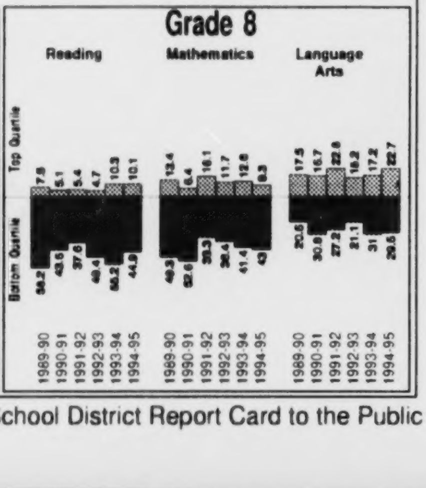
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

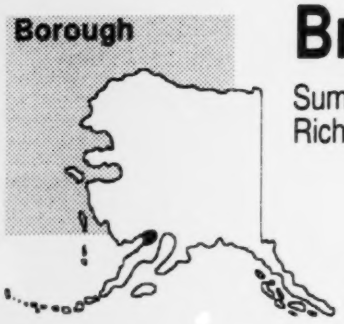
Nationally, 25% of students score in each quartile

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	259	84.6	not collected		not collected		21	8.1	229	88.4
1990-91	242	87.1	2	0.7	34	12.2	25	10.3	187	77.3
1991-92	284	89.0	3	0.6	33	10.3	22	7.8	213	66.7
1992-93	279	90.2	0	0.0	30	9.7	58	20.7	269	96.4
1993-94	285	87.7	8	2.5	32	9.8	35	12.3	213	74.7
1994-95	295	87.5	42	12.5	0	0.0	27	9.2	240	81.4









Bristol Bay Borough Schools

Summary School District Report Card to the Public
Richard Leath, Superintendent

District Characteristics

Average Daily Membership	271	Schools	3
High School Graduates	18	Population	1,285
Square Miles	873	Median Family Income	51,112
Funding Communities	2	Per Capita Income	19,123
		% Unemployment	6.4
		% Adults with H.S. Diploma	90.0

Superintendent's Highlights

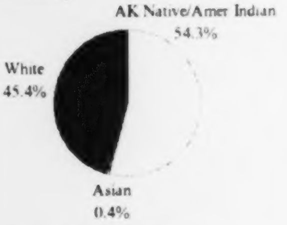
The Bristol Bay Borough School District's education plan continues to have as its main objective a curriculum which provides an appropriate education for its students. We are in a continuous review process that is expected to lead to a two track curriculum. This curriculum will provide adequate preparation to our college-bound students, as well as, meet the needs of those students who will enter the work force after grade twelve. The district will continue to disseminate information to the general public describing our students performance on state and national assessment tests.

District Progress Toward Goals

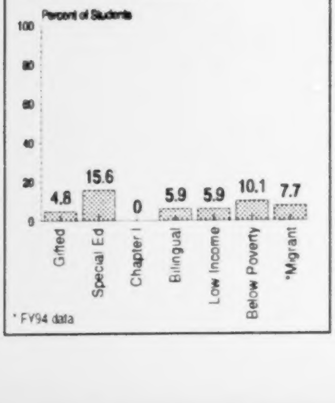
1994-95 GOALS	PROGRESS
■ The district will redesign the vocational education and college preparation offerings.	■ New courses were introduced including Home & Car Technology, Co-op Work Study and Principles of Technology. The college preparation offerings were determined to be adequate at this stage of revision.
■ The district will develop a comprehensive technology program.	■ Progress is being made and staff realize the necessity to use computers as a teaching tool. Integration of technology into the existing curriculum is incomplete.

Student Population

Ethnicity



Student Characteristics



* FY94 data

Comments on School's Performance

Students, Parents, and Community Members

Students

■ expressed interest in block scheduling options ■ teachers are willing to give students extra help when needed ■ we have a good extra-curricular activity program

Parents

■ school is doing a good job and staff are professional ■ increase vocational course offerings ■ students are well prepared for colleges/universities

Community

■ school is doing a competent job overall ■ extra-curricular programs serve most of the students fairly well ■ it appears that school funding is becoming more of a concern

Parent Involvement

- Parents support the schools through home-school coordinator activities, open house, parent orientation, student performances, attending award assemblies, special school functions, carnivals, bazaars and dances, student/parent exchanges, parent-teacher conferences, parents in the classroom, Parent-Teacher Association (PTA), and curriculum revision committees.
- Parents communicate with the schools through newsletters, teacher-generated letters, telephone calls made by teachers to parents, completing needs surveys, parenting "Tips of the Trade", written materials sent home on parenting tips, and resources that are available in the library.

Other Indicators of School Performance

- District-sponsored programs to support student performance included: Battle of the Books, Academic Decathlon, Rural Student Vocational Program, Close-up, Spelling and Geography Bees.
- Information gathered through portfolio assessment for grades PK-6 is used to assess student's performance.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	3	not collected	not collected	3	2.8	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
1991-92	8	17.5	93.0	6	5.1	
1992-93	-3	17.0	93.0	0	0.0	
1993-94	3	4.1	93.3	2	1.8	
1994-95	0	16.1	93.0	3	2.8	100.0

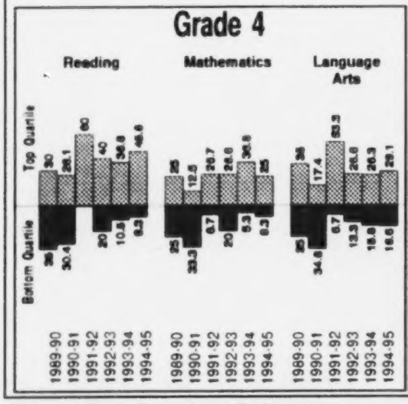
Percent of Students Promoted to the Next Grade

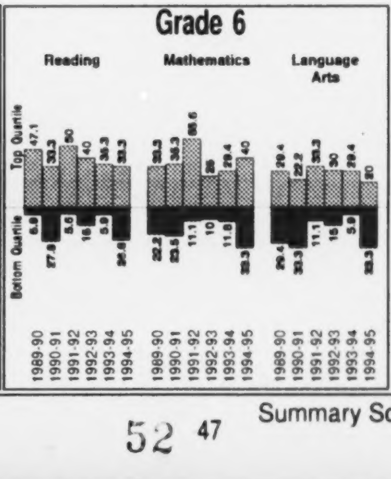
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1993-94	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1994-95	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

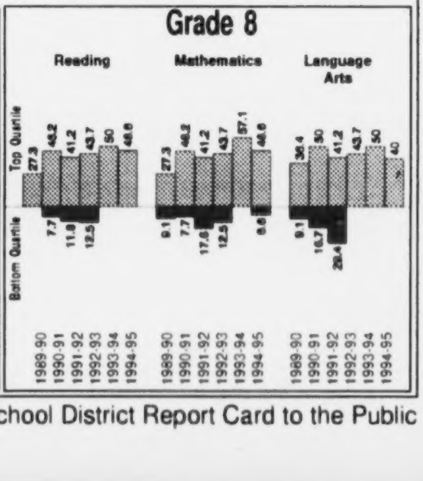
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

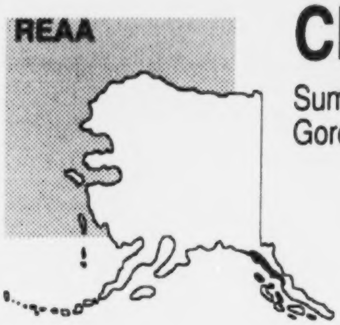
Nationally, 25% of students score in each quartile

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	49	89.1	not collected		not collected		0	0.0	4	8.2
1990-91	56	86.2	6	9.2	3	4.6	1	1.8	4	7.1
1991-92	50	89.2	2	3.5	4	7.1	3	5.3	0	0.0
1992-93	51	79.6	3	4.6	10	15.6	2	3.9	0	0.0
1993-94	50	84.7	1	1.7	8	13.6	0	0.0	0	0.0
1994-95	54	83.1	0	0.0	11	16.9	0	0.0	0	0.0









Chatham Schools

Summary School District Report Card to the Public
Gordon Castanza, Superintendent

District Characteristics

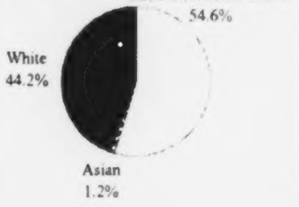
Average Daily Membership	326	Schools	9
High School Graduates	17	Population	1,388
Square Miles	43,992	Median Family Income	38,583
Funding Communities	8	Per Capita Income	15,463
		% Unemployment	10.3
		% Adults with H.S. Diploma	78.0

Superintendent's Highlights

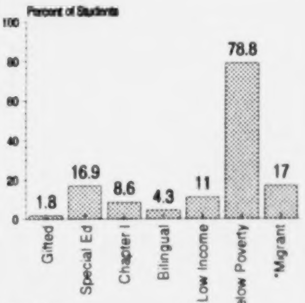
Several new initiatives were added and helped to clarify and improve existing district practices. Site-based management was defined for all sites. School plans coordinated with the budget development process are now required from each site. These plans must be consistent with the goals of the Chatham School District. A new teacher performance based evaluation instrument was developed and will be piloted in the 1995-96 school year. Major efforts toward a complete curriculum review were undertaken. Our curriculum development process will be a grass roots effort in which teachers develop the curriculum and recommend texts and materials to be used in the district's classrooms. The curriculum will be aligned to fit the State of Alaska adopted performance standards.

Student Population

Ethnicity



Student Characteristics



* FY94 data

District Progress Toward Goals

1994-95 GOALS	PROGRESS
- Improve and refine district infrastructure by defining Site-based management and identifying district organizational structure.	- Application for School District Goals 2000 planning grant submitted; phase I was sucessful, phase II was not sucessful. - Utilizing training tapes and printed materials, school site administrators conducted advisory board training sessions in four areas; approximatley 50% of the planned training was accomplished in these areas: site-based management; community involvement; Alaska 2000 performance standards; and philosophy of outcome-based education. - District organizational chart and job descriptions completed, Fall 1994. - Site-based school plans and 1995-96 budget preparation completed at all Chatham School District sites and submitted to Superintendent; accepted by Regional Board.
- Develop concrete learning opportunites and activites with benchmarks and performance measurements using site specific input consistent with Alaska 2000 performance standards.	- Five school sites developed learning opportunities or activites consistent with district-adopted State standards, March 1995. - Five sites clarified one or more performance measurements for each learning opportunity activity, March 1995. - Five sites developed one or more benchmarks for each grade cluster (Level I - ages 8-11; Level II - ages 12-15; Level III - ages 16-18) in social studies and the Alaska 2000 performance standards. - A district-wide Curriculum Planning Council (CPC) was established, Spring 1995.

Comments on School's Performance

Students, Parents, and Community Members

Students

- would like to see more student options in elective courses
- liked the additional computers in the classrooms and would like to have more computer time

Parents

- they are pleased with the staff in general and would like emphasis placed on hiring qualified, effective teachers
- like the focus on computer integrated instruction
- indicated the importance of providing a variety of challenging course offerings and electives

Community

- appreciate the emphasis placed on computer education in the schools
- expressed concern about funding levels for supplies and curriculum materials
- commented on the need for a variety of challenging courses and extra-curricular activites

Parent Involvement

- Communications between home and school is facilitated primarily through teacher phone calls, correspondence, some home visits, parent-teacher and parent-student-teacher conferences, student newspapers, and school needs surveys. Grade level parent meetings are held at some sites.
- Site administrators reported high levels of attendance and participation at school functions, including science, art and book fairs, art showings, student performances, athletic events, awards assemblies, and school "theme" days.
- Combined school/community events occur often in district sites, i.e. History Day Celebration in Klukwan, Indian Dance in Angoon and Klukwan, school picnics, performances, and potlucks. Community education programs were provided at five sites.

Other Indicators of School Performance

- District-sponsored programs supporting student performance include: Rural Student Vocational Program, Close-Up (state and national), Native Youth Leadership (Angoon), Native Youth Olympics.
- Other indicators of performance include: attending Alaska Federation of Natives conference, Alaska Association of Student Government training, participation in "Kids Voting" - 1994 elections (Chatham students had the highest voter percent turnout in Alaska), and training and development in the use of portfolio assessment.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	9	not collected	not collected	4	2.6	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
1991-92	-2	3.3	92.5	6	3.7	
1992-93	-7	15.5	93.9	4	2.9	
1993-94	-6	19.4	92.4	7	4.8	
1994-95	0	20.2	94.6	5	3.5	76.9

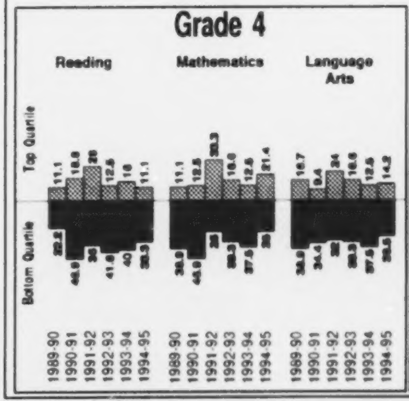
Percent of Students Promoted to the Next Grade

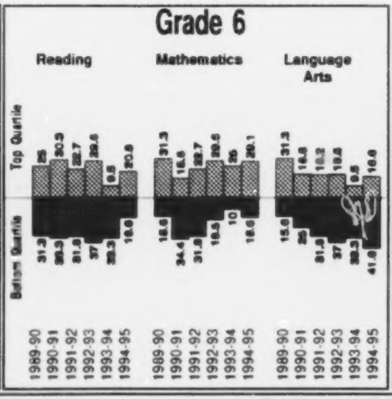
Grade	1	2	3	4	5	6	7	8
1991-92	97.6	100.0	100.0	92.6	97.0	100.0	92.9	93.9
1992-93	100.0	96.2	100.0	100.0	100.0	100.0	100.0	100.0
1993-94	100.0	100.0	96.6	100.0	100.0	100.0	100.0	100.0
1994-95	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

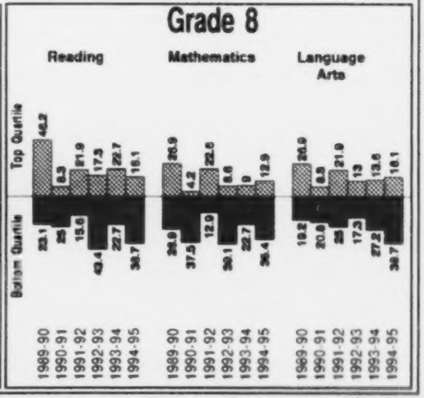
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

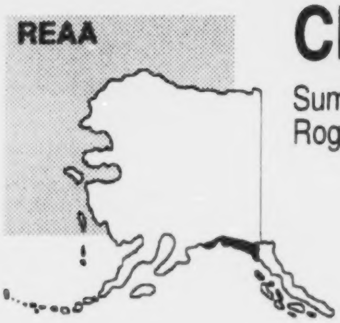
Nationally, 25% of students score in each quartile

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	76	91.6	not collected		not collected		8	10.5	15	19.7
1990-91	89	92.7	1	1.0	6	6.3	3	3.4	15	16.9
1991-92	79	92.9	2	2.3	4	4.7	5	5.8	0	0.0
1992-93	74	96.1	2	2.6	1	1.3	6	8.1	12	16.2
1993-94	68	82.9	14	17.1	0	0.0	4	5.9	0	0.0
1994-95	83	95.4	4	4.6	0	0.0	4	4.8	0	0.0









Chugach Schools

Summary School District Report Card to the Public
Roger Sampson, Superintendent

District Characteristics

Average Daily Membership	133	Schools	6
High School Graduates	6	Population	615
Square Miles	20,200	Median Family Income	47,500
Funding Communities	5	Per Capita Income	22,772
		% Unemployment	8.7
		% Adults with H.S. Diploma	79.0

Superintendent's Highlights

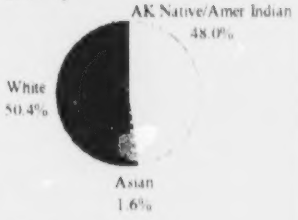
The Chugach School District developed a comprehensive plan to guide the district over the next decade. The comprehensive plan emphasizes instruction that is relevant to life after graduation from school. Instructional delivery is geared to motivate, stimulate, and empower students.

Many private industry partnerships have been instrumental in the development and implementation of a school-to-work/life transition plan.

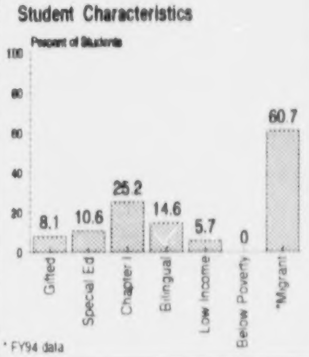
The district was aggressive in seeking outside funding to implement district priorities identified by the comprehensive plan. A completed career portfolio focusing on work and life skills is ready for implementation. Individual learning plans were developed for every student in the district.

Student Population

Ethnicity



Student Characteristics



* FY94 data

District Progress Toward Goals

1994-95 GOALS	PROGRESS
■ Begin the development and implementation of Individual Learning Plans (ILP) for every child.	■ Completed.
■ Develop partnerships between Chugach School District and private industry to assist students with a successful transition from school to the work environment.	■ Accomplished and ongoing.
■ Develop a district-wide transition plan for students to move from Chugach School District into the work force and/or the postsecondary education programs.	■ Completed.
■ Re-certify Icy Bay School as an approved funding site.	■ Accomplished.
■ Implement a curriculum, philosophy and plan which is driven by student performance standards.	■ Completed.
■ Replace teacher housing in Tatitlek.	■ Funds have been secured. Completion scheduled for June 1996.
■ Align all district grants with the attainment of identified student performance standards and uniform assessment.	■ All district grants have been aligned. Development of student performance standards is in progress.

Comments on School's Performance

Students, Parents, and Community Members

Students

■ teachers are caring and motivating ■ increase competitive extra-curricular activites ■ like classroom instruction activities

Parents

■ teachers and staff are competent and positive ■ feel welcome in the schools and are encouraged to come to school on a regular basis ■ like the connection of school instruction to real life situations

Community

■ school facilities are made available to the community ■ positive relationship between school and other community entities ■ community, students, and parents are proud of their schools

Parent Involvement

■ parenting skills, goal setting, getting involved with child's schooling, workshops, computer skills, and fine arts programs ■ parents as regular volunteers at school and parents helping with special events/projects ■ Education Advisory Committee ■ leadership committees from each site ■ parents support the schools by attending open house, parent orientation, student performances and awards assemblies ■ communication between parents and schools is supported by newsletters, teacher-generated letters, student newspaper, telephone calls made by teachers to parents, home visits by teachers, and completing needs surveys.

Other Indicators of School Performance

- School-to-Work transition plans
- particitation in Native Youth Olympics
- participation in Alaska Federation of Natives
- Cultural Heritage Week
- Community Service Recognition Programs
- career shadowing and on-the-job training opportunties
- district-sponsored activities include: Battle of the Books and Future Problem Solving

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	8	not collected	not collected	0	0.0	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
1991-92	13	25.0	92.7	0	0.0	
1992-93	3	18.9	89.9	6	12.0	
1993-94	-7	17.7	90.2	3	6.7	
1994-95	8	16.4	91.7	4	8.2	83.3

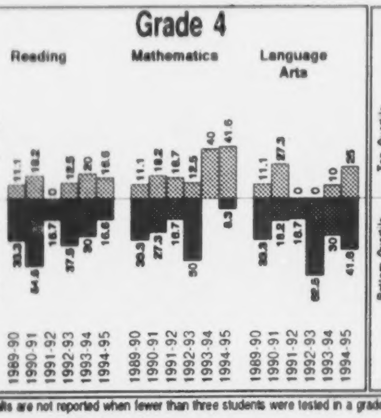
Percent of Students Promoted to the Next Grade

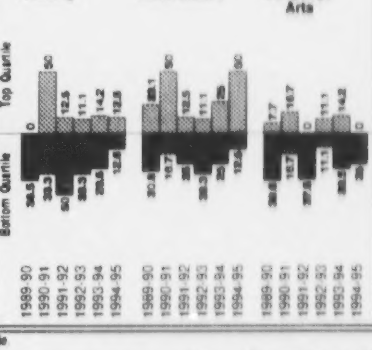
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1993-94	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1994-95	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

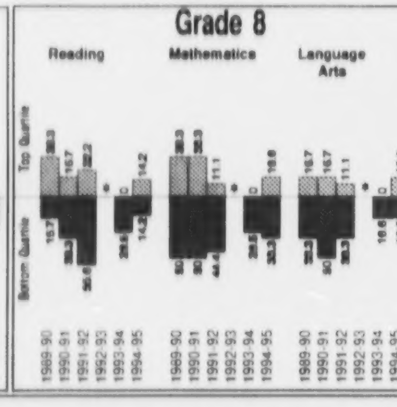
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quartile

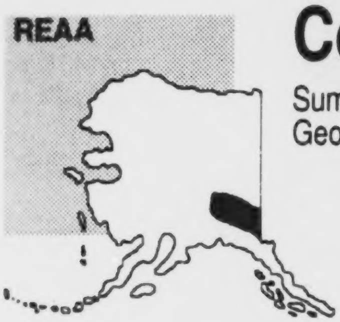
	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	28	93.3	not collected		not collected		4	14.3	10	35.7
1990-91	23	88.5	3	11.5	0	0.0	2	8.7	4	17.4
1991-92	23	92.0	2	8.0	0	0.0	0	0.0	0	0.0
1992-93	18	85.7	3	14.2	0	0.0	0	0.0	2	11.1
1993-94	25	92.6	0	0.0	2	7.4	1	4.0	4	16.0
1994-95	27	96.4	1	3.6	0	0.0	4	14.8	5	18.5







* Results are not reported when fewer than three students were tested in a grade



Copper River Schools

Summary School District Report Card to the Public
George Maykowskyj, Superintendent

District Characteristics

Student Enrollment	623	Schools	10
High School Graduates	42	Population	2,815
Square Miles	20,649	Median Family Income	47,500
Funding Communities	8	Per Capita Income	22,772
		% Unemployment	8.7
		% Adults with H.S. Diploma	84.0

Superintendent's Highlights

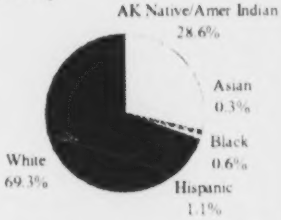
The 1994-95 school year was potentially a landmark year for the Copper River School District Board of Education. They initiated a Community Strategic Planning Process to develop a vision. This mission will provide the foundation upon which continuous improvement can take place. In addition to this vision, they developed action plans to provide the focus of accountability for excellence in our schools. Another major achievement of the CRSD included a total networking communication system.

District Progress Toward Goals

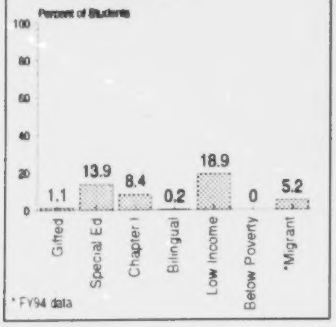
1994-95 GOALS	PROGRESS
■ Academics/Students	■ A curriculum development committee was established. The committee will focus on standards. Each content area will be reviewed for integration of elements that cross all disciplines. The action plan has accountability goals that ensure reporting of progress.
■ Unity/Communication	■ The district is reviewing the roles of the organization with a focus on greater involvement of the Advisory School Board and parent groups. Various action plans have been established. The board is undergoing a complete policy review this year.
■ Technology	■ The district has approved a technology plan and technology coordinator position to ensure interactive communication from the student level to the school board level.
■ Staff	■ The distict has determined and implemented a recruitment and staff development program to ensure the best qualified individuals are available to promote the goals of the Copper River School District. Inservice training days have been increased from four to eight days.

Student Population

Ethnicity



Student Characteristics



* FY94 data

Comments on School's Performance

Students, Parents, and Community Members

Students

- increase after-school activities
- need better equipment for sports and playground
- increase group projects and class offerings

Parents

- there is a need for better facilities in our district
- would like to see more after-school enrichment activities
- would like to see improved communications between home and school

Community

- parents and community members feel welcome in school
- maintain current programs and staffing
- community likes to hear about and attend school activities

Parent Involvement

- Parents are involved in district committees such as vocational education committee, curriculum committee, and personnel committee.
- Parents support the schools by attending open house, student performances, award assemblies, holiday programs, field day, harvest dinners, concerts, academic and sports events, parent education workshops, and informational workshops on budgets and schedules.
- Parents are volunteers in the classroom, library, art, gymnastics, basketball, guest speakers, and individual tutoring.
- Parents communicate with the schools by newsletter, telephone calls made by teachers to parents. Parents also attend Parent-Teacher Association (PTA) meetings and Parent-Teacher Organization (PTO) meetings.

Other Indicators of School Performance

- District-sponsored programs to support student performance include: Battle of the Books, Academic Decathlon/Pentathalon, Close-Up, Spelling, and Geography bees.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	0	not collected	not collected	5	2.2	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
1991-92	2	2.6	92.2	5	2.1	
1992-93	3	11.6	91.8	8	3.2	
1993-94	-2	2.8	91.8	4	1.5	
1994-95	4	19.0	91.4	1	0.4	93.1

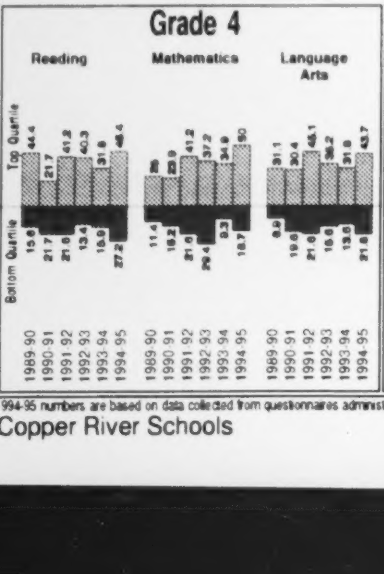
Percent of Students Promoted to the Next Grade

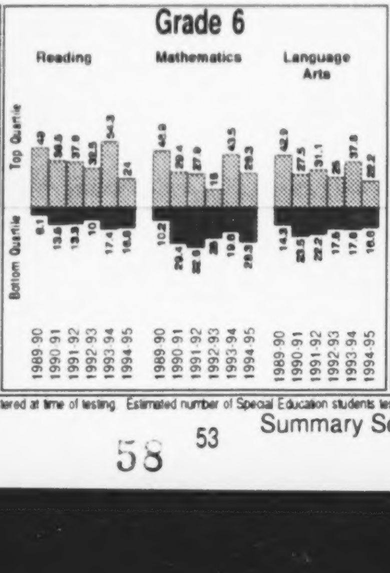
Grade	1	2	3	4	5	6	7	8
1991-92	97.9	98.0	100.0	100.0	97.9	98.0	94.0	95.7
1992-93	95.8	100.0	100.0	100.0	100.0	100.0	94.7	92.2
1993-94	98.1	95.8	100.0	100.0	100.0	100.0	97.9	100.0
1994-95	100.0	93.1	97.9	100.0	100.0	100.0	100.0	100.0

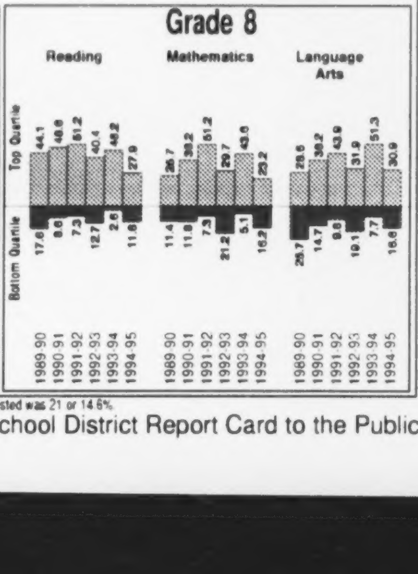
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quartile

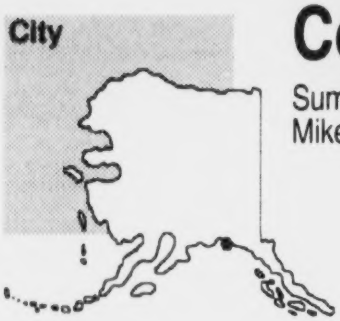
	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	129	94.9	not collected		not collected		14	10.9	1	0.8
1990-91	133	91.7	12	8.3	0	0.0	11	8.3	10	7.5
1991-92	137	93.8	9	6.1	0	0.0	6	4.1	0	0.0
1992-93	139	85.2	16	9.8	8	4.9	4	2.8	0	0.0
1993-94	129	89.6	13	9.0	2	1.4	8	6.2	2	1.6
1994-95	130	90.3	8	5.6	6	4.2	6*	4.6*	0	0.0







*1994-95 numbers are based on data collected from questionnaires administered at time of testing. Estimated number of Special Education students tested was 21 or 14.6%.



Cordova City Schools

Summary School District Report Card to the Public
Mike McHone, Superintendent

District Characteristics

Student Enrollment	528	Schools	2
High School Graduates	30	Population	2,579
Square Miles	6	Median Family Income	47,500
Funding Communities	1	Per Capita Income	22,772
		% Unemployment	8.7
		% Adults with H.S. Diploma	85.0

Superintendent's Highlights

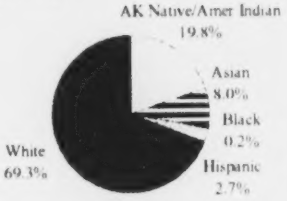
I do not consider my school district unique or do I feel that terminology is necessary to describe, successes, strengths, weaknesses, or failures. If we are to use the numbers gathered for this report, Cordova scores very well. In today's society, as it will be in tomorrow's, the challenge for all of us is to maintain and improve.

District Progress Toward Goals

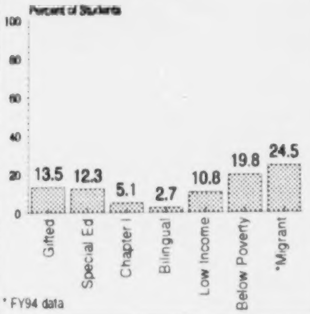
1994-95 GOALS	PROGRESS
■ Continue to develop the use of technology within the academic structure.	■ Vocational education was reformed to include technology with an emphasis in production. Increased number of computer units available to students in both the elementary and secondary programs.
■ Curriulum Revision.	■ The district curriulum committee was reinstated. The vocational education programs are being restructured to include a technology base.

Student Population

Ethnicity



Student Characteristics



* FY94 data

Comments on School's Performance

Students, Parents, and Community Members

Students

■ we are learning a lot this year, regardless of grades ■ teachers are concerned that students learn the subject(s) they teach ■ teachers are competent

Parents

■ students and teachers have a good working relationship ■ school is doing a good job in teaching social studies ■ students have sufficient amount of homework to promote achievement in their courses

Community

■ building facilities are adequate and well maintaned to support the instructional program ■ teachers are well respected ■ school facilities have been planned to get the most for expenditures

Parent Involvement

- Parent involvement activities have included: assisting with class projects, senior day, various school events, elementary class parties, field trips, health fair, academic awards, school pictures, attending Parent-Teacher Association (PTA) meetings and parent nights (grades K-2), serving on various committees, and athletic banquet organizations.
- Parents give input to the schools by completing parent questionnaires.

Other Indicators of School Performance

- "Taking Wings" - one of four schools in the nation (1994/95) in partnership with the Forest Service, Prince William Sound Science Center and Prince William Sound Community College
- five students and one teacher recognized in the publication Alaska - A Land in Motion, published by Alaska Department of Education and the National Geographic Alliance
- state science fair winners
- junior achievement started - a partnership with local businesses and Alyeska

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	2	not collected	not collected	3	2.0	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
1991-92	9	14.5	92.9	5	2.7	
1992-93	5	6.7	89.6	1	0.5	
1993-94	2	14.6	93.8	1	0.5	
1994-95	3	13.1	93.2	4	1.8	77.8

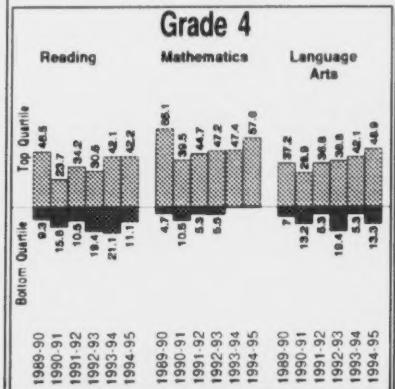
Percent of Students Promoted to the Next Grade

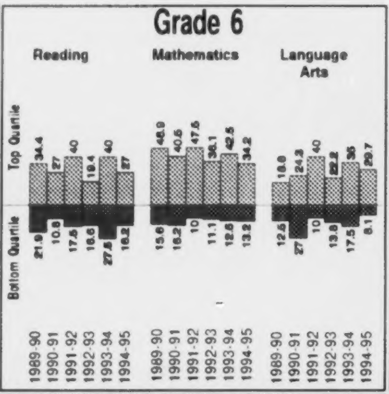
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	97.1	97.1
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	95.2	100.0
1993-94	100.0	100.0	98.0	100.0	100.0	100.0	100.0	100.0
1994-95	97.9	100.0	100.0	96.2	97.4	100.0	83.3	100.0

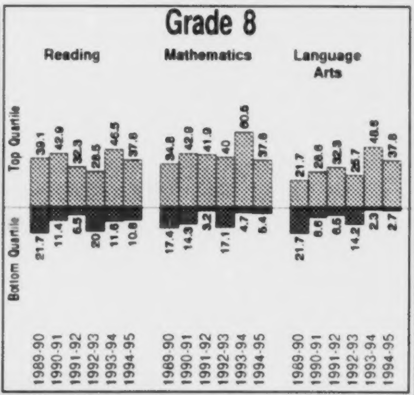
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quartile.

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	98	94.2	not collected		not collected		7	7.1	0	0.0
1990-91	110	100.0	0	0.0	0	0.0	14	12.7	10	9.1
1991-92	109	93.1	0	0.0	8	6.8	9	7.6	5	4.2
1992-93	107	96.4	4	3.6	0	0.0	5	4.6	1	0.9
1993-94	121	100.0	0	0.0	0	0.0	2	1.7	0	0.0
1994-95	119	96.0	5	4.0	0	0.0	5*	4.2*	0**	0.0**

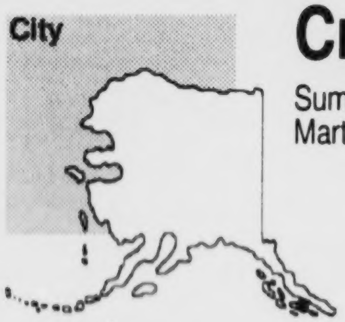






*1994-95 numbers are based on data collected from questionnaires administered at time of testing. Estimated number of Special Education students tested was 10 or 8.1%.

**1994-95 numbers are based on data collected from questionnaires administered at time of testing. Estimated number of Bilingual/Bicultural students tested was 4 or 3.4%.



Craig City Schools

Summary School District Report Card to the Public
Martin Laster, Superintendent

District Characteristics

Average Daily Membership	396	Schools	2
High School Graduates	12	Population	1,832
Square Miles	10	Median Family Income	39,495
Funding Communities	1	Per Capita Income	15,510
		% Unemployment	10.6
		% Adults with H.S. Diploma	83.0

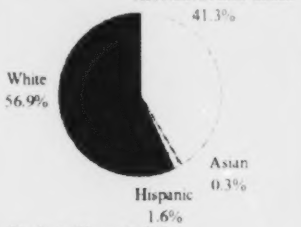
Superintendent's Highlights

Being recognized as one of fifteen exemplary schools in the 5-state Northwest Region and becoming fully accredited highlighted our accomplishments to date. The Craig Educational community has the vision, support, and determination to make success for all students a reality.

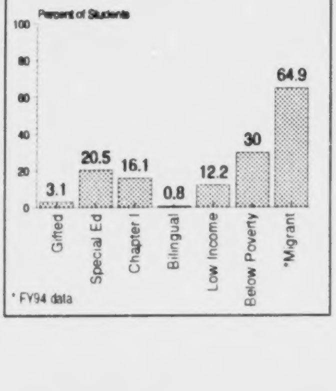
We are beginning not only to feel good about our collaborative efforts with our community, but also see results - ten additional graduates through our alternative school, over a hundred students scoring above the 90th percentile on a subtest of the ITBS, and system average scores increasing for our students. In addition, new opportunities in music, world languages, culture program, and vocational education were introduced.

Student Population

Ethnicity



Student Characteristics



* FY94 data

District Progress Toward Goals

1994-95 GOALS	PROGRESS
■ Develop and implement a consistent, innovative and global K-12 curriculum in all subject areas with established outcomes at each level.	■ The action team was reconvened and a revised plan was drafted; draft outcomes have been developed for secondary courses; and pilot assessments were developed in math, science, language arts and social studies.
■ Jointly examine all current K-12 course offerings at Craig, Klawock and Hydaburg to provide increased educational opportunities and reduce costs through cooperation and shared services.	■ Technology, hands-on science, drug free schools, and equity inservices shared personnel. ■ Planning continued for interactive video. Sessions held with Barrow, Anchorage, Juneau, and Mat-Su.
■ Coordinate all special services and deliver those services in an integrated setting.	■ The action team reconvened and revised the special services plan; and the percent of students served in an inclusionary model rose from 19% to 64% of our identified population over a 4-year period.
■ Develop and implement an intervention plan for students identified as at risk of not meeting expected outcomes.	■ Advisory board and leadership team developed; handbook and belief statement written; instructional strategies, work study, and counseling plan developed; and a three year implementation plan for the alternative school was developed.
■ Design a staff development program which will facilitate the implementation of the school district's mission statement.	■ Provided voluntary inservice on "Responsibility" training; provided the "mini-academy" for staff development opportunities highlighting technology;
■ Establish a defined program of communication for improving for parental and community involvement K-12.	■ Provided a session on Performance-Based Assessement.
■ Explore/develop/implement a comprehensive, coordinated, community recreation program with the city.	■ Met with recreation committee to develop three year plan which was approved.

Comments on School's Performance

Students, Parents, and Community Members

Students

■ training students for jobs ■ preparing students for college ■ greater emphasis on foreign languages

Parents & Community

■ need more building space ■ strong desire to keep fine tuning positive relationships between school and community ■ desire to continue to be involved in the school and activities

Parent Involvement

- strong in Parent-Teacher Association (PTA)
- attending parent-teacher conferences in increased numbers
- the force behind a booster club that gives support to school activities
- volunteering time in the classroom, as chaperones and speakers
- supported the new middle school program
- serve on committees on school development such as facilities, communications, Indian Education - Johnson O'Malley, and alternative school

Other Indicators of School Performance

- six students inducted into national honor society
- 25% of Craig students scored in the 90th percentile in at least one subtest of the ITBS
- 13 Craig High School students completed courses to become certified marine safety drill instructors
- five members of Craig's Academic Decathlon team were among the top ten scorers in eight of the ten academic events in the Southeast region
- students actively involved in decision making process as members of school committees
- the alternative school graduated 10 students in the second semester of 1994-95
- average of $7,700 in scholarships awarded to 1995 graduates

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	19	not collected	not collected	5	5.1	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995. 100.0
1991-92	4	25.1	92.7	0	0.0	
1992-93	13	30.2	92.8	3	2.6	
1993-94	3	21.1	92.8	6	4.3	
1994-95	8	22.2	93.4	1	0.7	

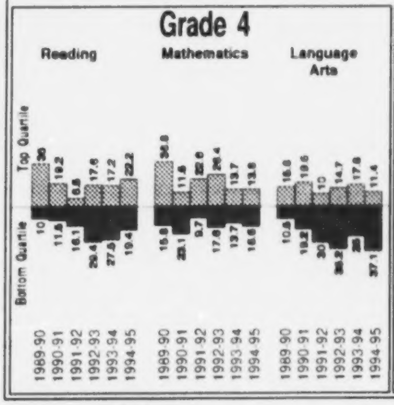
Percent of Students Promoted to the Next Grade

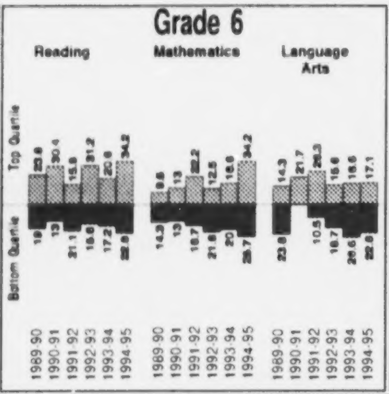
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1993-94	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1994-95	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

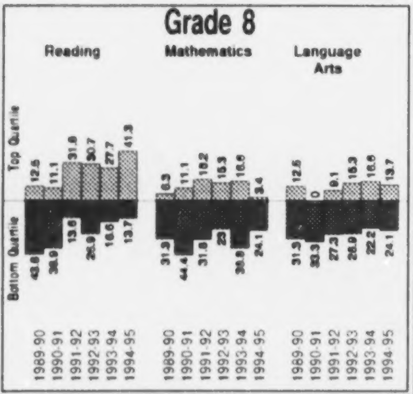
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

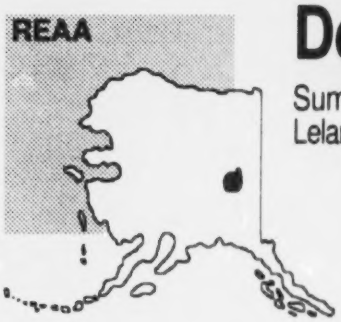
Nationally, 25% of students score in each quartile

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	57	96.6	not collected		not collected		3	5.3	0	0.0
1990-91	67	89.3	1	1.3	7	9.3	0	0.0	0	0.0
1991-92	72	96.0	0	0.0	3	4.0	2	2.8	0	0.0
1992-93	92	100.0	0	0.0	0	0.0	12	13.0	1	1.0
1993-94	77	87.5	11	12.5	0	0.0	8	10.4	0	0.0
1994-95	96	92.3	4	3.8	4	3.8	7	7.3	0	0.0









Delta/Greely Schools

Summary School District Report Card to the Public
Leland A. Clune, Superintendent

District Characteristics

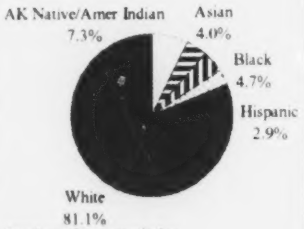
Average Daily Membership	974	Schools	4
High School Graduates	55	Population	4,182
Square Miles	7,182	Median Family Income	30,222
Funding Communities	2	Per Capita Income	12,505
		% Unemployment	13.3
		% Adults with H.S. Diploma	89.0

Superintendent's Highlights

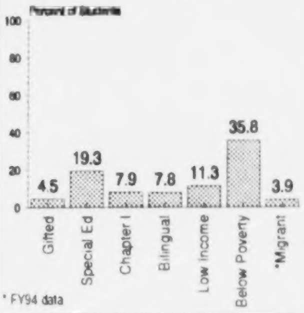
The Delta/Greely School District has completed another great year. The 1995 Board goals adopted in 1991 have successfully changed our high school program. We have found the survey questions and comments to be very communicative. A district newsletter for the 1995-96 school will be instituted. The drug problem is being taken seriously at all levels of the district. Strict enforcement of our policies and the use of various intervention activities will occur. The ASOP - "A Sense Of Place" project will provide that special blend of past, present, and future which ensures an appreciation of the value of the community. The adoption of a technology plan with technology skills being incorporated into all areas of the curriculum, are ensuring our students a place in the 21st century.

Student Population

Ethnicity



Student Characteristics



* FY94 data

District Progress Toward Goals

1994-95GOALS	PROGRESS
- Graduates will acquire a positive self-image by successfully completing an individual four-year program of study.	- 93% of our freshman parents were involved in developing their children's four-year program of study. - 75% of all high school students participated in extra-curricular activities; of these students, all but 25% were on the honor roll. - 99.6% of our freshman students successfully completed academic orientation.
- Each student will demonstrate the ability to formulate a problem, search and locate source material, compile data, interpret and evaluate sources of information, and draw relevant conclusions which will lead to a solution or solutions.	- School libraries now provide computerized access for source material location; curriculum revisions allow students to demonstrate their ability to compile, interpret, and evaluate sources of information and draw relevant conclusions.
- Graduates will successfully complete a four-year program of study and demonstrate minimum competencies in English, science, math, and social studies.	- Mock trial was added to the debate course. The 1994-95 graduating class was the first to complete a four-year study program. - Each graduate completed graduation requirements of four credits of English, math, social studies, and science, with an average of 53% on standardized tests.
- Graduates will have basic competencies in understanding and using technology.	- A district technology plan was adopted; the curriculum committee added technology skills to the elementary curriculum and increased the technology requirements at the junior and senior high level. 100% of 1994-95 graduates completed one technology course.

Comments on School's Performance

Students, Parents, and Community Members

Students

- they are learning what is being taught
- they feel recognition when outstanding achievement is given
- they feel teachers and administrators clearly explain their expectations

Parents

- schools are staffed with quality teachers who provide a very progressive education
- enjoy seeing the school board members at the open house
- appreciate the progress reports given by the teachers

Community

- overall, the school, its staff, and the education system is excellent
- the drug problem is a serious community problem
- there needs to be a stronger disciplinary policy as necessary

Parent Involvement

- Parents particpated in the following activities at the following percentages: attended parent-teacher conferences (88% participation), open house (74% participation), sporting events and student fund raisers (53% participation), concerts and plays (69% participation), field trips (47% participation), and served on curriculum committees (14% participation), and parent education advisory group (12% participation).

Other Indicators of School Performance

- Other indicators of school performance include: student of the month/quarter, presidential scholar award, military academy appointments, 3rd place spelling bee, 3rd place state math counts, national council of English teachers - promising writer award, John Hopkins talented student search, and state winner of federal duck stamp program

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	-2	not collected	not collected	17	5.3	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
1991-92	1	2.6	93.2	5	1.5	
1992-93	13	18.1	93.0	5	1.2	
1993-94	3	16.5	93.4	17	3.8	
1994-95	-2	21.1	94.4	14	3.2	83.8

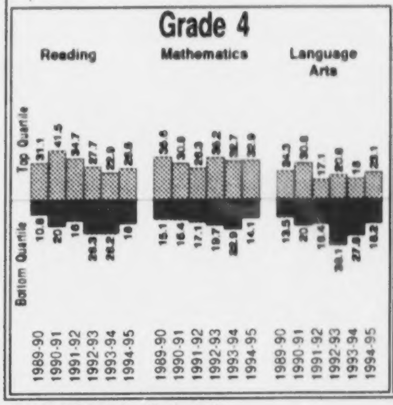
Percent of Students Promoted to the Next Grade

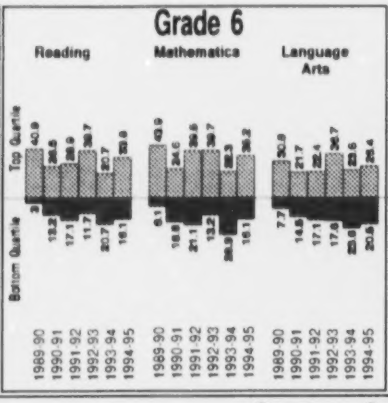
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	98.4	100.0	98.8	100.0	100.0	100.0	100.0
1992-93	100.0	100.0	100.0	100.0	100.0	98.5	100.0	98.6
1993-94	98.7	100.0	100.0	98.4	100.0	98.6	100.0	100.0
1994-95	96.7	100.0	100.0	100.0	100.0	100.0	100.0	100.0

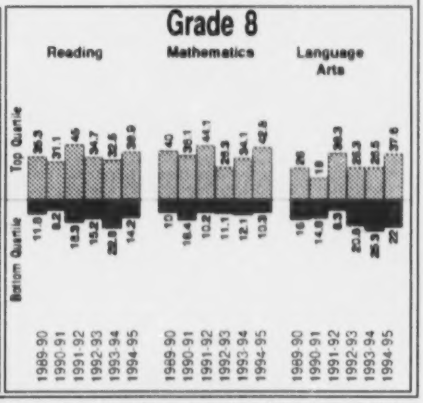
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

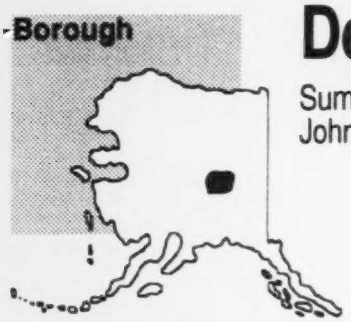
Nationally, 25% of students score in each quartile

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	192	88.5	not collected		not collected		5	2.6	2	1.0
1990-91	195	96.5	4	2.0	3	1.5	17	8.7	11	5.6
1991-92	212	95.0	9	4.0	2	0.9	21	9.4	6	2.6
1992-93	212	96.3	4	1.8	4	1.8	12	5.6	2	0.9
1993-94	221	94.8	3	1.3	9	3.9	26	11.8	10	4.5
1994-95	230	96.2	8	3.3	1	0.4	20	8.7	10	4.3









Denali Borough Schools

Summary School District Report Card to the Public
John Novak, Superintendent

District Characteristics

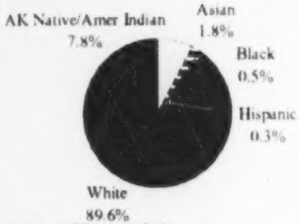
Average Daily Membership	385	Schools	3
High School Graduates	22	Population	1,871
Square Miles	12,800	Median Family Income	47,884
Funding Communities	3	Per Capita Income	18,515
		% Unemployment	10.6
		% Adults with H.S. Diploma	88.0

Superintendent's Highlights

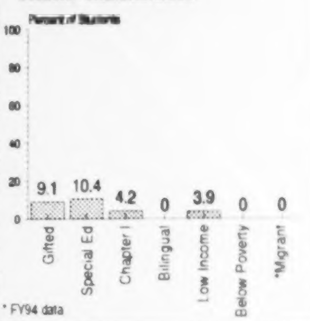
The Denali Borough School District has continued to stress parent and community involvement to reach higher levels of student achievement and variety in educational experiences for students. Utilizing the Goals 2000 framework, we brought together approximately 80 individuals representing various groups and communities to discuss and develop a plan for school improvement through the year 2000. We anticipate that the implementation of the resulting plan will allow us to continue to work toward school improvement and ensure high levels of student engagement and achievement in spite of distance and size obstacles and financial constraints.

Student Population

Ethnicity



Student Characteristics



* FY94 data

District Progress Toward Goals

1994-95 GOALS	PROGRESS
■ Provide appropriate, modern, well-maintained physical facilities that assure an environment conducive to high levels of academic achievement for all students.	■ Facility improvements completed during the 1994-95 school year include: remodeled the Tri-Valley School art room to make space for middle school classroom; contracted an engineering study for the Cantwell heat system. Continued planning Tri-Valley addition project.
■ High school graduates will be aware of opportunities and avenues available to them upon graduation.	■ The community and parents have been invited to share the students' career and writing portfolios and to provide constructive feedback. The on-going graduate survey is a very effective way to evaluate the educational programs; students attended regional college and career fair.
■ Students will demonstrate a positive attitude toward learning.	■ Attendance rates continue to improve; implementation of the Star Schools satellite courses and block scheduling have increased the number of high school electives.
■ Utilize available technology to supplement and support instructional efforts of teachers, increase learning opportunities for students, and support curriculum, instruction, school, and district operations.	■ Electronic mail is used by all district staff; computer hardware and software upgrades have been added to the classrooms; all staff attended a week-long technology academy sponsored by the district.
■ Maintain high level of student achievement and performance, and articulate such performance to the public.	■ Revised high school testing program - greater focus related to postsecondary plans; Parent Notebooks and overall achievement test scores and high school graduate surveys were distributed. Student writing and career portfolios were available for parent and community review and comment.
■ Develop a five year improvement plan to identify specific areas for program improvement and develop implementation strategies.	■ The district sponsored a community forum that attracted 80 participants; a draft mission statement was developed and target improvement areas were identified; a Russian language instructor was employed during the second semester; middle school students had the opportunity to participate in ten swimming Saturdays at the University of Alaska Fairbanks pool.

Comments on School's Performance

Students, Parents, and Community Members

Students

■ the individualized learning ■ more funding for educational trips ■ the block schedule is a big improvement

Parents

■ the school is small and the students get plenty of individualized attention ■ dedicated, caring teachers ■ the block schedule has helped Tri-Valley kids

Community

■ we need to work to keep pupil:teacher ratios at their current level ■ continue to strengthen life skills curriculum as well as identifying essential skills for graduates ■ continue to expand use of community resources in schools

Parent Involvement

- Parents support the schools by attending parent reading night, technology night, parent reading workshop, parent-teacher conferences, checking out resources in the office and library, assisting with volunteer programs, and participating in community school committee, goals 2000 committee, community library, Lions club, and booster club. Parents communicate with schools via newsletters, teacher-generated letters, and telephone calls made by teachers to parents.

Other Indicators of School Performance

- District-sponsored programs to support student performances include: capitol art show, young writers competition, Battle of the Books, academic decathlon, Rural Student Vocational Program, Close-Up, spelling bee, and geography bee.
- Graduate survey results indicate overall satisfaction with school experiences and help us direct improvement.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	-4	not collected	not collected	4	3.0	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995. 94.7
1991-92	-1	22.6	93.3	3	2.3	
1992-93	12	13.4	92.4	1	0.7	
1993-94	3	14.9	93.5	1	0.6	
1994-95	1	13.5	94.2	1	0.6	

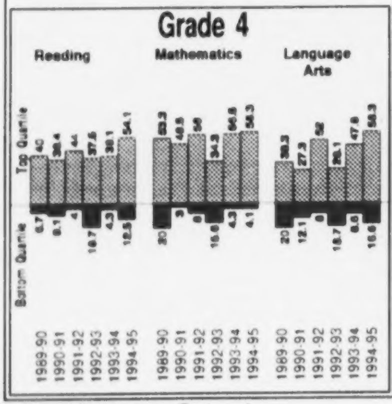
Percent of Students Promoted to the Next Grade

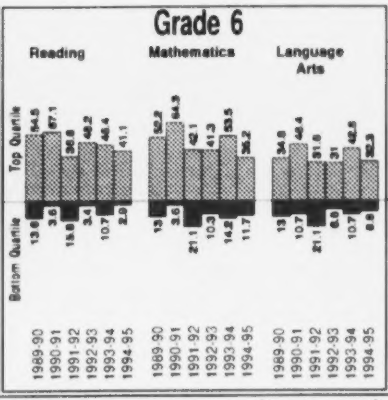
Grade	1	2	3	4	5	6	7	8
1991-92	95.8	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1993-94	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1994-95	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

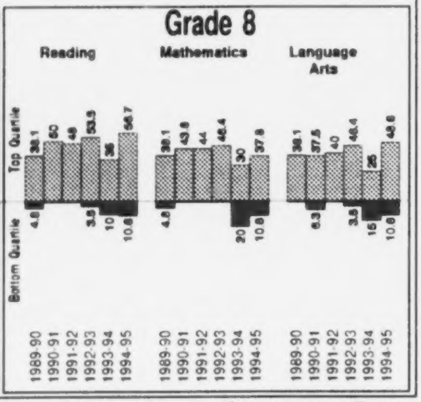
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

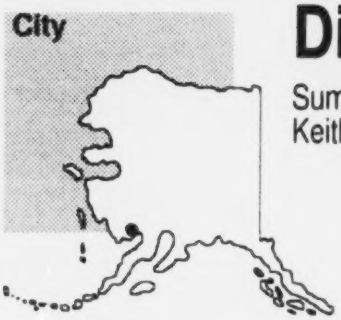
Nationally, 25% of students score in each quartile

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	59	80.8	not collected		not collected		0	0.0	0	0.0
1990-91	77	81.9	8	8.5	9	9.6	0	0.0	1	1.3
1991-92	69	88.4	3	3.8	6	7.6	0	0.0	0	0.0
1992-93	89	84.7	4	3.8	12	11.4	1	1.1	0	0.0
1993-94	71	91.0	5	6.4	2	2.6	3	4.2	0	0.0
1994-95	95	89.6	11	10.4	0	0.0	5	5.3	0	0.0


Grade 4


Grade 6


Grade 8



Dillingham City Schools

Summary School District Report Card to the Public
Keith Evans, Superintendent

District Characteristics

Average Daily Membership	496	Schools	2
High School Graduates	25	Population	2,173
Square Miles	22	Median Family Income	28,779
Funding Communities	1	Per Capita Income	12,782
		% Unemployment	8.4
		% Adults with H.S. Diploma	82.0

Superintendent's Highlights

The Dillingham City Council forward-funded the district in an amount equal to the previous year's funding level. As a result, the district was able to retain their non-tenured teachers.

Our community support organization, Kids Kount, raised $90,000 to assure students the opportunity to participate in athletics and other student activities.

Collaborative decision making was instituted. Selected teachers, classified staff, administrators and board members were trained. A three-year contract for certified and classified staff resulted, with positive attitudes and relationships as an added bonus.

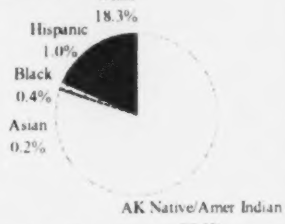
The School Improvement Action Plans were completed and approved by the board.

District Progress Toward Goals

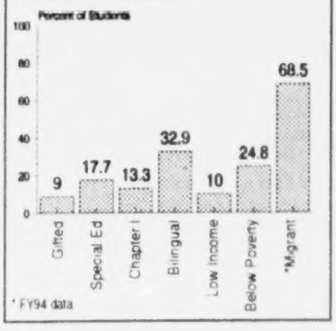
1994-95 GOALS	PROGRESS
■ Develop a three- to five- year School Improvement Plan.	■ The board approved the 1995-96 implementation of the following action plans: 1) establish communication networks; 2) develop 21st century awareness of student needs for all publics served; 3) establish a mentoring program for new staff and investigate one for students; 4) improve intentional practices occurring -- positive discipline, homework guidelines, attendance policy, etc.; 5) institute a staff development process; 6) determine instructional process priorities; 7) begin designing 21st century curricula; 8) implement a block schedule and change starting time of school; and 9) translate district beliefs into guidelines.
■ Involve parents, students, community and staff in the School Improvement Process.	■ Nine action planning committees were established to develop each action plan; the district steering committee evaluated and passed the action plans prior to the board's evaluation and approval; community members, staff and students were involved in the process.

Student Population

Ethnicity



Student Characteristics



* FY94 data

Comments on School's Performance

Students, Parents, and Community Members

Students

■ 90% of 2nd-5th graders felt that reading well was very important ■ 66% of 6th-12th grade respondents felt more student activities should be offered ■ 65% of the 6th-12th grade respondents said students should improve their attitudes toward school

Parents

■ increase drug/alcohol abuse education for students (54% of respondents) ■ give students more individualized help with school work (47% of respondents) ■ students should have more career education

Community

■ more student activities should be available to students ■ vocational education opportunities should be improved ■ students need to improve their attitudes toward school

BEST COPY AVAILABLE

Parent Involvement

- parents support the schools by attending open house, concerts, plays, athletic events, and participating in the computer club elementary library.
- Parents communicate with the schools through principal-generated letters, radio shows/daily bulletin announcements, community newspaper, elementary parent handbook, and homework guidelines.
- They also serve on school improvement committees and teams, attend workshops on block scheduling and student, school, class rules and regulations with consequences.

Other Indicators of School Performance

- elementary computer club formed. Eighty-seven students learned to access the computer independently. Fifth grade students learned real life skills in operating the "Pencil Place."
- direct writing assessments show sophmores have improved in writing skills as compared to 1993-94 sophmore writings. Improvement to near the state mean was demonstrated in the following six writing traits: ideas/content, organization, voice, words, sentences, and conventions.
- Native Youth Olympics--two state champs,
- cross country--boys and girl regional champs
- band-- rated #1 at regionals
- 71% of high school students participated in 12 activities
- all middle school students participated in student council & class trips.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	7	not collected	not collected	7	4.1	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
1991-92	5	13.7	93.5	4	2.1	
1992-93	-3	10.8	92.4	5	2.6	
1993-94	1	20.4	93.0	10	5.3	
1994-95	0	18.0	91.0	13	6.7	76.7

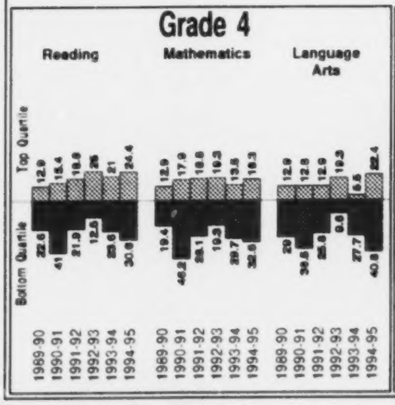
Percent of Students Promoted to the Next Grade

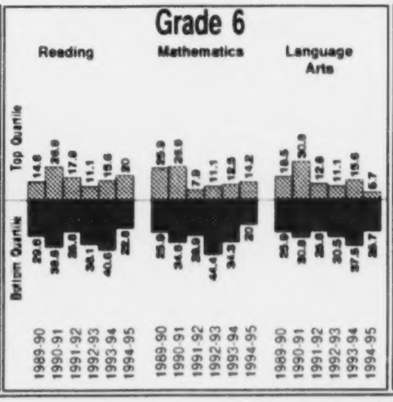
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	97.6	100.0
1993-94	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1994-95	100.0	100.0	100.0	100.0	100.0	100.0	96.9	95.2

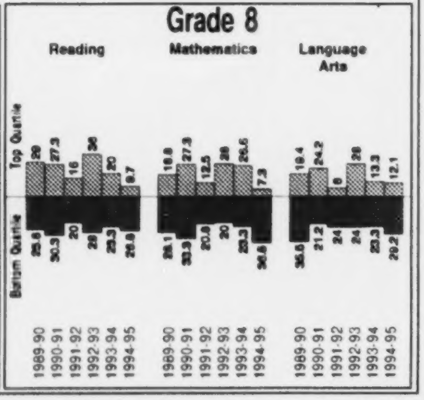
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

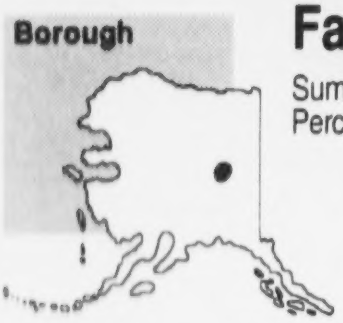
Nationally, 25% of students score in each quartile.

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	89	86.4	not collected		not collected		4	4.5	15	16.9
1990-91	98	89.9	2	1.8	9	8.3	10	10.2	25	25.5
1991-92	96	91.4	1	.9	8	7.6	14	13.3	49	46.6
1992-93	93	90.2	0	0.0	10	9.7	2	2.1	58	62.3
1993-94	99	97.1	0	0.0	3	2.9	15	15.2	49	49.5
1994-95	125	96.9	0	0.0	4	3.1	12	9.6	28	22.4









Fairbanks North Star Borough Schools

Summary School District Report Card to the Public
Percy Houts, Interim Superintendent

District Characteristics

Average Daily Membership	15,407	Schools	30
High School Graduates	633	Population	83,842
Square Miles	7,361	Median Family Income	37,468
Funding Communities	5	Per Capita Income	15,914
		% Unemployment	9.4
		% Adults with H.S. Diploma	90.0

Superintendent's Highlights

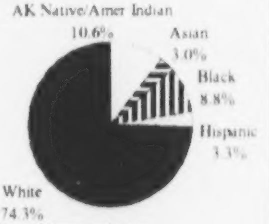
The Fairbanks North Star Borough School District continues to focus its resources where they will benefit students the most -- at the classroom and school level. We do this by keeping class sizes small and allocating the lion's share of our budget to instruction. We ensure accountability by publishing regular reports to keep parents and community members informed about school district finances, school programs, and student achievement. The public can also access this information electronically on the district's new homepage (http://www.northstar.k12.ak.us/) which features a growing number of outstanding student produced pages, research projects and stories.

District Progress Toward Goals

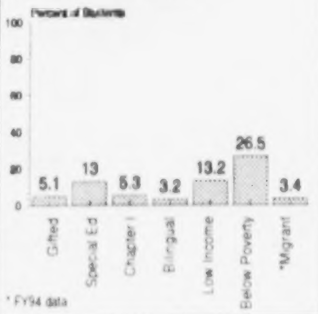
1994-95 GOALS	PROGRESS
■ Improve learning for all students in district schools.	■ A school board policy on the development and communication of student readiness standards was adopted.
■ Continue to improve the rigor, accuracy and relevance of district curricula so that they advance learning of all students.	■ Technology teams in math, science, and technology at Lathrop and West Valley were implemented. Parents, students, and businesses completed a comprehensive survey regarding vocational/technical needs; formal agreement was signed between the district and the Tanana Valley Campus of the University of Alaska to connect our business education and drafting programs together. ■ The curriculum department and the board's curriculum advisory committee reviewed, revised, and the board subsequently adopted changes to the K-12 science curriculum.
■ Improve the safety and security of the school learning environment for all students.	■ Several school board policies were revised as a result of the recommendations of the Student Discipline Task Force. Specific recommendations of the task force were clarified and programs planned for implementation in the 1995-96 school year.
■ Improve housing of students and programs.	■ An intensive public information effort was implemented involving many community groups to inform the public of issues surrounding the bond proposition for the October 1994 municipal election. Unfortunately, the bond issue for construction of a new high school failed.
■ Continue to improve the preparation and effectiveness of all school staff.	■ Principals attended the state principals conference and various other conferences on topics such as discipline, alternatives to suspension, and improving school operations.

Student Population

Ethnicity



Student Characteristics



* FY94 data

Comments on School's Performance

Students, Parents, and Community Members

Students

■ feel schools "nearly always" provide a safe learning environment ■ many students are excited about the district's technology plan

Parents

■ believe our school district has a large number of high quality and professional teachers ■ are largely satisfied with the curriculum offered by the district ■ a great majority of parents feel that the district provides a safe learning environment for their children

Parent Involvement

- Parent involvement is an important goal for the district, and schools across the district have worked hard to involve parents and the community in school activities. Schools continue to use community resource coordinators to assist in planning and organizing parent/community involvement activities. The district and Parent Teacher Association jointly sponsored a highly successful workshop entitled "Courageous Parents - Successful Students." The community was involved in developing an enhanced Vocational Technical Plan with the Vocational Education Advisory Committee.

Other Indicators of School Performance

- class sizes were maintained at an average of 23.2 students at the elementary school level, 23.4 at the middle school level, and 23.2 at the high school level
- college bound students continue to score higher than the Alaska or national average on both the American College Test and Scholastic Achievement Test.
- the local community supports Fairbanks public schools through school-business partnerships, school-aged tutoring programs, career day speakers, participation in program planning (e.g., Discipline Task Force) and by volunteering tens of thousands of hours to school-related activities.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	5	not collected	not collected	379	6.5	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
1991-92	5	30.0	93.2	355	5.9	
1992-93	3	18.1	92.5	337	5.4	
1993-94	1	16.9	93.2	404	6.2	
1994-95	0	18.3	92.5	604	9.0	58.9

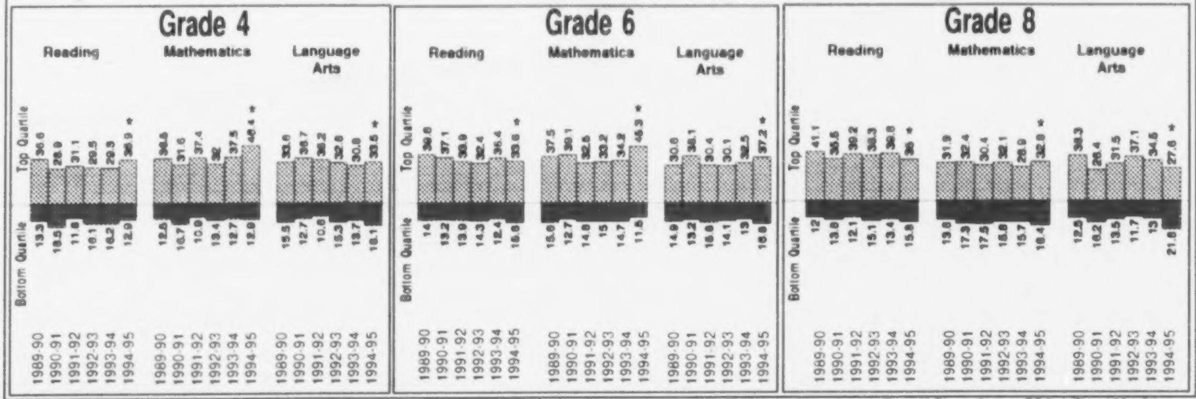
Percent of Students Promoted to the Next Grade

Grade	1	2	3	4	5	6	7	8
1991-92	97.7	98.9	99.3	99.8	99.8	100.0	99.6	98.6
1992-93	97.9	98.6	99.8	99.8	99.9	99.5	99.5	98.8
1993-94	98.4	98.5	99.6	99.5	99.8	99.5	99.8	98.9
1994-95	98.2	99.3	99.0	99.5	99.1	99.2	98.9	98.8

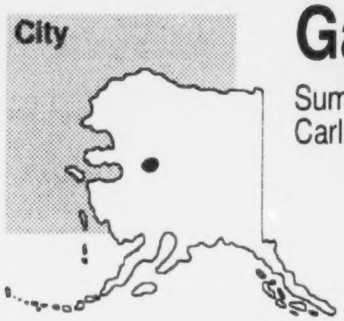
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quartile.

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	3,118	95.2	not collected		not collected		263	8.4	237	7.6
1990-91	3,273	96.3	43	1.3	81	2.4	441	13.5	73	2.2
1991-92	3,416	94.3	0	0.0	203	5.6	386	10.6	79	2.1
1992-93	3,240	90.8	149	4.1	176	4.9	267	8.2	44	1.3
1993-94	3,326	88.4	149	4.0	155	4.1	239	7.2	46	1.4
1994-95 *	3,347	90.5	175	4.7	70	1.9	654	19.5	126	3.8



* During the 1994-95 school year, Fairbanks School District administered the California Achievement Test (CAT/5) in lieu of the Iowa Test of Basic Skills (ITBS). The 1994-95 bar graphs represent the CAT/5 top and bottom quartile results.



Galena City Schools

Summary School District Report Card to the Public
Carl Knudsen, Superintendent

District Characteristics

Average Daily Membership	144	Schools	2
High School Graduates	8	Population	520
Square Miles	24	Median Family Income	27,432
Funding Communities	1	Per Capita Income	11,554
		% Unemployment	16.4
		% Adults with H.S. Diploma	87.0

Superintendent's Highlights

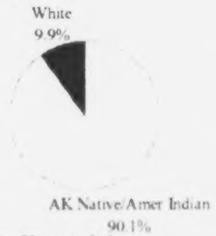
The school district made progress toward our goals in several areas. Community meetings were held, and ideas and suggestions were received from the Parent Advisory Committees. Curriculum revision continued throughout the year, which resulted in the adoption of new science and reading textbook series. A laptop computer loan program was initiated in grades 9-12 to improve student access to technology. Plans are being made to install a network in the school and to develop school-to-work programs and opportunities during the 1995-96 school year.

District Progress Toward Goals

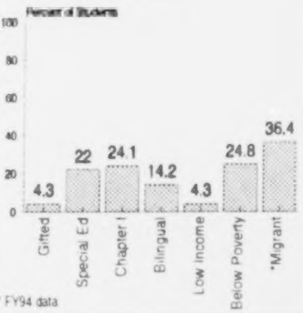
1994-95 GOALS	PROGRESS
■ Increase meaningful parent involvement in their child or children's education.	■ Meetings were held and committees were formed to receive public input on the educational process; changes were made that reflected the wishes of the community.
■ To identify and then teach to mastery the basic skills, abilities, and knowledge (outcomes) identified as being critical to the student's success.	■ Curriculum revisions continued with teachers completing the science and reading adoption and alignment. Work will continue on this goal during the 1995-96 school term.
■ Equip our school with those computers and other business technologies that are needed to accomplish the outcomes currently being developed	■ A laptop loan program was developed to place advanced technology and word processing into the hands of students in grades 9-12. The elementary computer lab was upgraded.
■ Offer opportunities to learn those skills and abilities that prepare students for work.	■ Plans were made to focus on school-to-work programs in 1995-96.

Student Population

Ethnicity



Student Characteristics



* FY94 data

Comments on School's Performance

Students, Parents, and Community Members

Students

■ appreciate the availability of computers ■ need more fun activities after school and on weekends ■ teachers care and are available

Parents

■ computers have made our students more productive ■ continue to invite parents and elders into school ■ facilities are clean and available

Community

■ increase vocational offerings to high school students ■ more adult education classes for the community ■ conduct a new community survey in 1995-96

Parent Involvement

- Parents support the schools by attending open house, parent orientation, parent-teacher conferences, student performances, special school functions, award assemblies, parent education workshops for school programs and computer, informational workshops on network installation. They also participate on the committee for curriculum and textbook selection, parent advisory group, home-school coordinator activities, and volunteer programs. Parents communicate with the schools by newsletter, teacher-generated letters, student newspaper, telephone calls made by teacher to parents, home visits by teachers, and checking out resources from the schools.

Other Indicators of School Performance

- District-sponsored programs that support student performance include: Battle of the Books, Academic Decathlon, Close-Up. In addition, the district uses portfolio and writing assessment techniques to evaluate student performance.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent
1990-91	-10	not collected	not collected	0	0.0
1991-92	17	21.9	93.1	2	3.2
1992-93	-10	9.3	92.0	0	0.0
1993-94	4	15.3	94.0	0	0.0
1994-95	8	11.1	93.5	2	4.0

Graduation Rate
This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
71.4

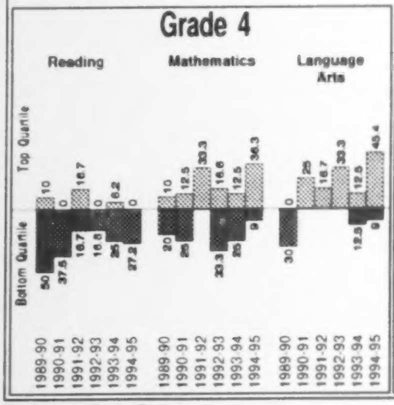
Percent of Students Promoted to the Next Grade

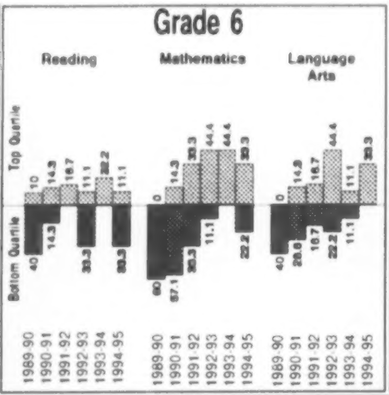
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1992-93	100.0	92.9	100.0	100.0	100.0	100.0	100.0	66.7
1993-94	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1994-95	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

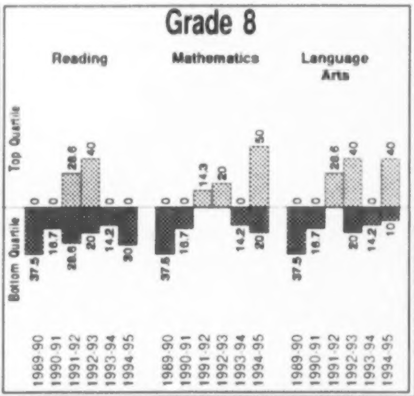
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

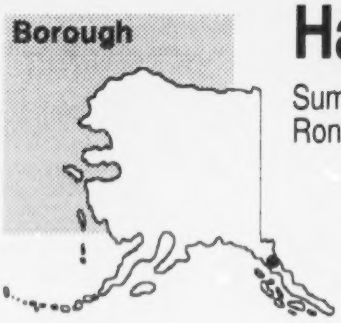
Nationally, 25% of students score in each quartile

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	28	90.3	not collected		not collected		4	14.3	23	82.1
1990-91	21	80.8	1	3.8	4	15.4	0	0.0	0	0.0
1991-92	19	79.1	0	0.0	5	20.8	0	0.0	0	0.0
1992-93	20	83.3	0	0.0	4	16.6	0	0.0	0	0.0
1993-94	31	96.9	1	3.1	0	0.0	7	22.6	26	83.9
1994-95	30	100.0	0	0.0	0	0.0	5	16.7	27	90.0









Haines Borough Schools

Summary School District Report Card to the Public
Ronald Erickson, Superintendent

District Characteristics

Student Enrollment	413
High School Graduates	23
Square Miles	2,620
Funding Communities	2
Schools	4
Population	2,459
Median Family Income	36,048
Per Capita Income	16,204
% Unemployment	9.5
% Adults with H.S. Diploma	78.0

Superintendent's Highlights

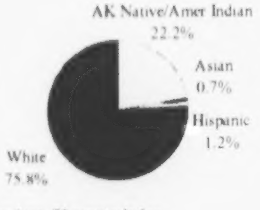
This past year the district's efforts were focused on aligning the Alaska Goals 2000 with the district strategic plan. One of the major highlights was the introduction of the School-To-Work curriculum model. The high school curriculum was reviewed using this model as a guide. A significant change to the Indian Education program included the integration of Native Studies into K-12 programs. A new math curriculum based on the national math standards was adopted. Strong community support continued through the success of the Community Service Jamboree. Completion of two school facilities projects provided students with a safe and positive learning environment.

District Progress Toward Goals

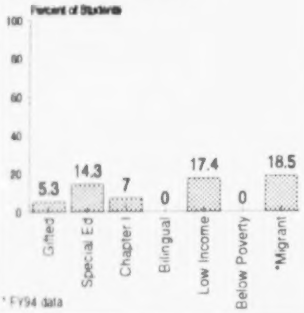
1994-95 GOALS	PROGRESS
■ Align a comprehensive education program with a mission of the district.	■ District has met 75% of this goal. School-to-Work was added to the strategic plan.
■ Family, school, and community will work together in a dynamic changing partnership to support the mission.	■ Ongoing activities ensure that the actions necessary to accomplish this goal are 95% complete. Parents-As-Teachers participation has declined which will require more effort to provide this vital partnership.
■ Utilize local resources to build educational programs.	■ 95% of this goal has been accomplished. Utilization of local expertise greatly improved this year with a closer partnership between school and community. The School-to-Work transition planning has enhanced this area significantly.
■ Respect the cultural diversity of the community.	■ The district integrated a new native studies K-12 program. It was highly successful and along with the Klukwan Friendship exchange has proven to be highly effective in breaking down cultural barriers. This effort will need to be on-going to ensure long term success.
■ Develop self-directed, life-long learners.	■ This goal was to be met through a continuation of the life skills program which was not implemented in grades K-12. Very little progress was made on this goal.

Student Population

Ethnicity



Student Characteristics



* FY94 data

Comments on School's Performance

Students, Parents, and Community Members

Student

■ majority like school and feel education is good ■ elementary intramural program good/expand high school sports program ■ atmosphere is good, but revise discipline plan

Parent & Community

■ staff and administration accessible ■ elementary parents involved/need to encourage high school parent involvement, i.e., parents share skills ■ elementary small class size good ■ high school curriculum meeting academic requirement ■ applaud School-to-Work concept, continue to pursue

Parent Involvement

- Parents are directly involved in school planning through committee work in the five-year strategic plan.
- Parents are supportive and involved in parent orientation nights, student performances, award ceremonies, field trips, reading one-on-one, fund raisers, community service jamboree, Thanksgiving feast, book fair, and volunteer tea.
- Many parents attend parenting class held through community education program.
- Parents participate in parent night/open house, parent workshops, parent advisory committee, scholarship committee, hiring committee, and student housing program for students coming to Haines for special events (e.g., sports events, debate, music etc).

Other Indicators of School Performance

- District-sponsored programs that support student performance include: student participation in future problem solving, Rural Student Vocational Program, Spelling and Geography Bees, sports events, and music and drama. In addition, the district uses portfolio and writing assessment techniques in grades K-2 and 4-10 respectively.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	9	not collected	not collected	5	2.7	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995. 89.5
1991-92	3	14.0	93.8	2	1.1	
1992-93	-4	14.1	93.5	2	1.0	
1993-94	-5	14.3	91.0	1	0.5	
1994-95	1	14.9	90.2	6	2.9	

Percent of Students Promoted to the Next Grade

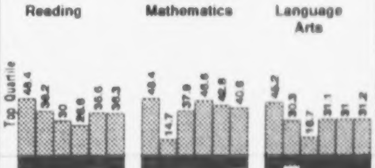
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	97.0	100.0
1992-93	95.5	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1993-94	100.0	100.0	100.0	100.0	97.4	100.0	95.5	97.1
1994-95	96.0	95.7	100.0	100.0	100.0	100.0	94.1	95.3

Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

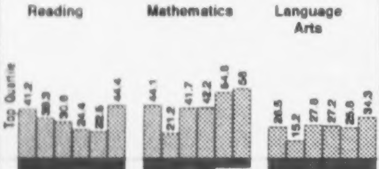
Nationally, 25% of students score in each quartile

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	93	97.9	not collected		not collected		6	6.5	4	4.3
1990-91	96	97.0	3	3.0	0	0.0	9	9.4	5	5.2
1991-92	98	95.1	5	4.9	0	0.0	8	7.7	0	0.0
1992-93	122	99.1	1	0.8	0	0.0	4	3.2	1	0.8
1993-94	97	95.1	5	4.9	0	0.0	6	6.2	1	1.0
1994-95	109	98.2	2	1.8	0	0.0	7	6.4	3	2.8

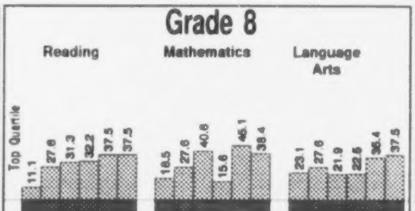
Grade 4

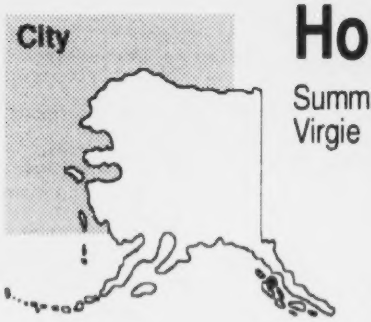


Grade 6



Grade 8





Hoonah City Schools

Summary School District Report Card to the Public
Virgie Fryrear, Superintendent

District Characteristics

Student Enrollment	259
High School Graduates	10
Square Miles	2
Funding Communities	1
Schools	2
Population	1,228
Median Family Income	38,583
Per Capita Income	15,463
% Unemployment	10.3
% Adults with H.S. Diploma	81.0

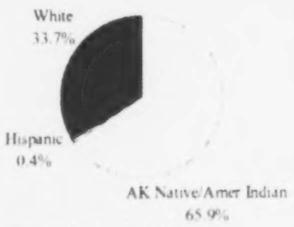
Superintendent's Highlights

In the spring of 1995, the district staff developed graduation outcomes and competency requirements that were adopted by the board of education in August. The community supports graduating lifelong learners and involved citizens. Hoonah school district has implemented a collaborative process for inclusion. All students who have been identified for special education services are placed in regular classrooms for most, if not all, of their school day.

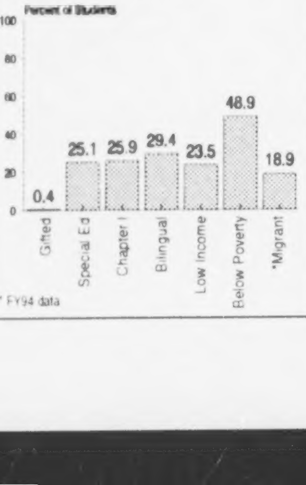
As part of the special education total systems change approach, the board of education, teachers, paraprofessionals, students, and community members will participate in strategic planning sessions to facilitate and support systems change. The "Community of Learners" philosophy is richly evident in Hoonah, as it is supported by the board of education.

Student Population

Ethnicity



Student Characteristics



* FY94 data

District Progress Toward Goals

1994-95 GOALS	PROGRESS
■ Teachers will be trained in content area reading strategies.	■ In grades 2-12, the Hoonah City School District experienced minimal increases in Direct Reading Profile scores. Longitudinal tracking of each individual score from grade to grade will give us a clearer picture of each students progress.
■ A portfolio will be developed to monitor and increase student performance in employability skills.	■ The employability portfolio was approved by the Hoonah City School Board in May 1995.
■ A student portfolio will be developed to longitudinally track academic performance.	■ The academic performance portfolio was approved by the Hoonah City School board in May 1995.

Comments on School's Performance

Students, Parents, and Community Members

Students

- appreciate and enjoy the breakfast program
- feel their teachers care about their whole development
- expressed an interest to change the school schedule to an hour later to start and finish

Parents

- would like to see the students demonstrate a solid foundation in the basics
- see most of the staff as very supportive
- appreciate and welcome the support, professionalism, and friendliness of the superintendent

Community

- would like to see the school with a new gym
- the district is doing a good job of communicating with the community
- the school looks neater and cleaner

Parent Involvement

- Parents support schools through carnival, talent show, potlatch, and extra-curricular activities.
- Parents are learners through parents-as-teachers workshops, bilingual/bicultural informational workshops, parent/child activity night, resources for parents to check out in the library, and parent-teacher conferences.
- Communication between home and school include: newletter, teacher-generated letters, student newspaper, telephone calls made by teachers to parents, home visits by teachers, and needs survey
- Parents are advisors through Parent Teacher Student Association - (PTSA)
- Parents are teachers through parent community volunteers

Other Indicators of School Performance

- District-sponsored programs that support student performance include: Battle of the Books, Rural Student Vocational Program, Close-Up, Spelling, and Geography Bees.
- Students are evaluated through portfolio assessment and writing assessment techniques, and degree of reading power (DRP) assessment.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	-9	not collected	not collected	1	1.1	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
1991-92	0	16.7	92.9	0	0.0	
1992-93	9	8.6	93.6	2	1.8	
1993-94	4	13.7	94.3	0	0.0	
1994-95	-3	36.2	86.7	2	1.7	75.0

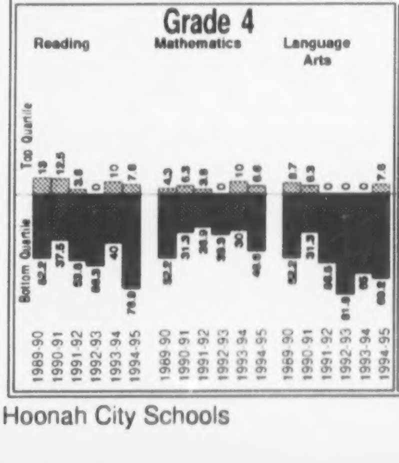
Percent of Students Promoted to the Next Grade

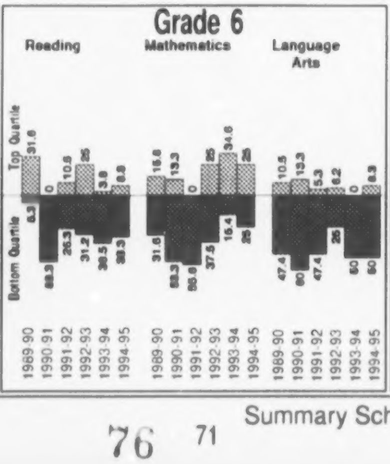
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	90.5	100.0
1993-94	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1994-95	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

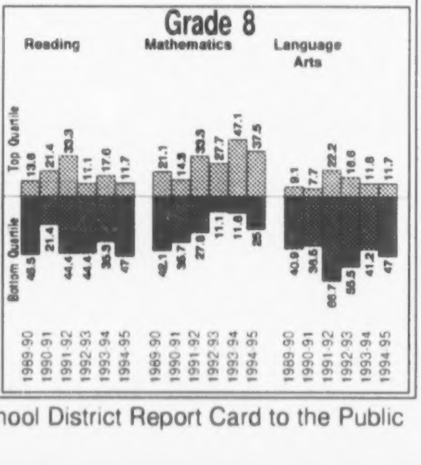
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

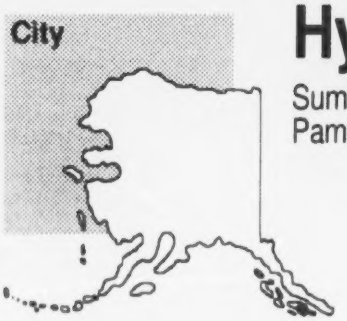
Nationally, 25% of students score in each quartile

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	64	100.0	not collected		not collected		5	7.8	1	1.6
1990-91	45	93.8	2	4.2	1	2.1	2	4.4	0	0.0
1991-92	63	95.5	3	4.5	0	0.0	2	3.0	0	0.0
1992-93	46	90.2	0	0.0	5	9.8	3	6.5	26	56.5
1993-94	63	100.0	0	0.0	0	0.0	9	14.3	7	11.1
1994-95	44	89.8	5	10.2	0	0.0	4	9.1	0	0.0









Hydaburg City Schools

Summary School District Report Card to the Public
Pamela Van Wechel, Superintendent

District Characteristics

Average Daily Membership	108	Schools	2
High School Graduates	5	Population	406
Square Miles	1	Median Family Income	39,495
Funding Communities	1	Per Capita Income	15,510
		% Unemployment	10.6
		% Adults with H.S. Diploma	72.0

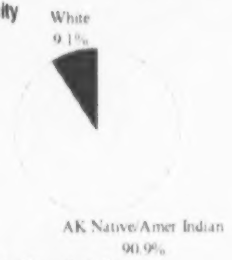
Superintendent's Highlights

Our staff is currently working with the community to demonstrate how varied learning strategies and creative structure can improve student learning. We are concerned with the task of educating the entire child. The school can help provide responsible, caring, and effective leaders, with supportive parents and other community members.

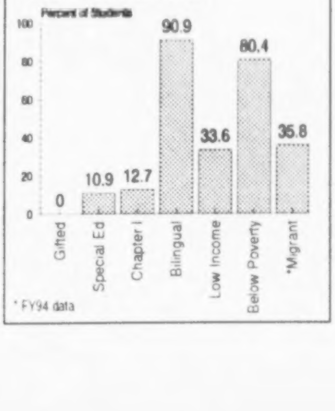
Students demonstrate progress in all areas of instruction and we are beginning to focus on learning outcomes, multiple assessment strategies, an updated curriculum, high learning standards, improved student grades, and good parent-school networks. We know that much work is ahead, as we strive to provide the very best education for the young people of Hydaburg.

Student Population

Ethnicity



Student Characteristics



* FY94 data

District Progress Toward Goals

1994-95 GOALS	PROGRESS
■ Focus on improved school programs through systemic change - encourage parents and students to help in determining necessary changes to update the educational programs.	■ Students, staff, and community goal setting strategies have been employed to determine the expectations of students and to find ways to accomplish more at school.
	■ The district has adopted and published exit learner outcomes, and has established action plans for implementation of research-based practices.
	■ Assessment methods, specifically alternative assessments are being used and aligned with the outcomes to assure that students are learning.
■ Improve instruction through staff development - encourage staff, community, and board to recognize that education needs to progress and change to ensure student success.	■ Significant attention is going toward the teaching the community about updated methods and strategies in educational delivery.
	■ Staff development is occurring at all levels and in all subject areas; to enable teachers to effectively deliver lessons and assess student progress more effectively.
■ Establish and maintain a safe, clean and attractive school for learning, at the request of students. Utilize students in accomplishing this goal during school year and summer.	■ Student ideas utilized to plan and execute extensive grounds improvement and maintenance.
	■ Significatnt interior refurbishing has been accomplished at school.
	■ Classroom goals include time and training of student maintenance tasks.

Comments on School's Performance

Students, Parents, and Community Members

Students
■ like classes and teachers ■ we need more electives ■ teachers and family work together to help students succeed at school

Parents
■ teachers are professional and have high expectations for students and themselves ■ student and teacher teams are an effective method for meeting the academic, emotional, and social needs of our children

Community
■ we need quality working relationships among the community, the school administration, the staff and the students ■ Outcome Based Education programs help to produce students who can apply knowledge, analyze situations, and solve problems

Parent Involvement

- "communications between home and school" are perceived to be very good, with daily newsletters being generated.
- "parents as supporters" receive excellent marks from school staff.
- "parents as learners" received the most average marks.
- "parents as teachers" describes a variety of volunteer programs.
- "parents as advisors, decision makers, advocates" is rated mediocre.

Other Indicators of School Performance

- Student performance is the true indicator of school performance, so we turn to our student outcomes as a measure of success. A variety of methods are used to perform authentic and traditional assessment. Strategies include, but are not limited to: student portfolios, performance assessment, student-led conferences, work experience, teacher grades and reports, criteria based testing, parent and teacher observations, creative problem solving, application of knowledge via project, employer evaluations and reports, community service opportunities, and norm-referenced tests such as Iowa Test of Basic Skills. The success of students, parents, and teachers are celebrated as indicators of effectiveness of school programs.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent
1990-91	6	not collected	not collected	1	2.4
1991-92	10	9.8	91.5	1	2.0
1992-93	-3	9.3	89.3	0	0.0
1993-94	-6	11.5	93.6	0	0.0
1994-95	-1	8.5	93.8	0	0.0

Graduation Rate
This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
100.0

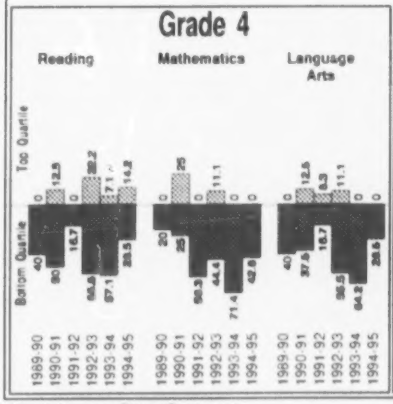
Percent of Students Promoted to the Next Grade

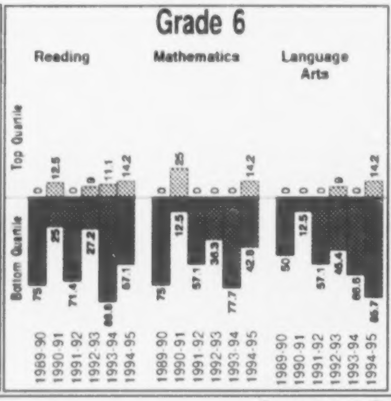
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	85.7	100.0	100.0
1992-93	100.0	100.0	92 3	100.0	100.0	100.0	85.7	100.0
1993-94	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1994-95	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

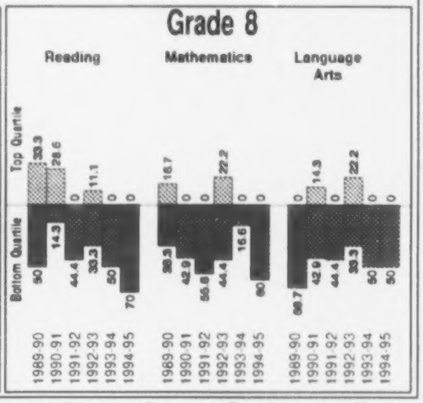
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

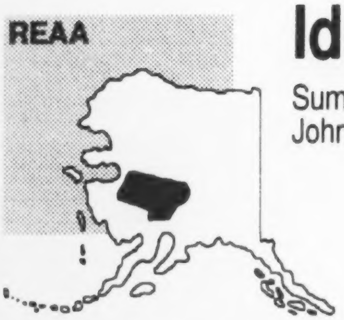
Nationally, 25% of students score in each quartile

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	19	100.0	not collected		not collected		3	15.8	11	57.9
1990-91	23	95.8	0	0.0	1	4.2	1	4.3	16	69.6
1991-92	28	93.3	2	6.6	0	0.0	5	16.6	1	3.3
1992-93	29	100.0	0	0.0	0	0.0	2	6.9	0	0.0
1993-94	29	96.7	2	6.5	0	0.0	0	0.0	0	0.0
1994-95	24	96.0	1	4.0	0	0.0	2	8.3	0	0.0









Iditarod Area Schools

Summary School District Report Card to the Public
John Monahan, Superintendent

District Characteristics

Average Daily Membership	418	Schools	10
High School Graduates	11	Population	1,504
Square Miles	44,441	Median Family Income	27,432
Funding Communities	10	Per Capita Income	11,554
		% Unemployment	16.4
		% Adults with H.S. Diploma	66.0

Superintendent's Highlights

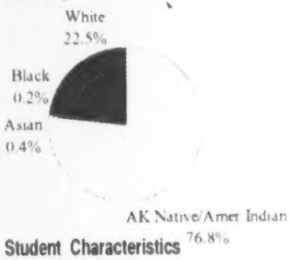
The 1994-95 school year was wild! There were many productive projects for children. Everyone is pushing the ceiling and working to change the way that we do education.

The priority is always the children and working to maximize each idividual student's learning potential. The staff are united and dedicated to making the schools all that they can be for the child.

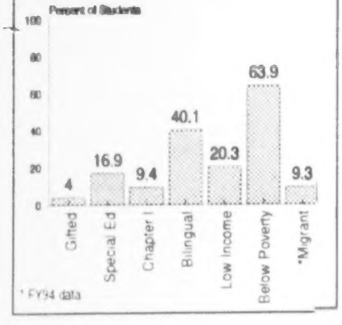
We're developing teacher technology applications that are going to blow people's minds - keep your eyes open. :-)

Student Population

Ethnicity



Student Characteristics



* FY94 data

District Progress Toward Goals

1994-95 GOALS	PROGRESS
■ Curriculum and instruction - Improve graduation rate - Develop alternative program - Develop performance assessments	■ Goals in process.
■ Administration - Review board policies - Review staff recruitment and professional development program - Develop seven-year maintenance plan	■ Goals in process.
■ Individual site plans - Site plans with goals and objectives - Develop local talent bank	■ Goals in process.

Comments on School's Performance

Students, Parents, and Community Members

Students

- like our elective courses (business, vocational education, and technology), please maintain them

Parents

- like the reforms that are happening
- want to continue to see the positive changes for our children

Community

- how can we continue to run a good program with these reform movements and constant budget cuts

Parent Involvement

- Parents are teaching classes and community residents are sharing their expertise.
- Advisory school boards and community member involvement is staying active.
- The Advisory School Board and parents in McGrath are publishing a positive newsletter, promoting the good things that are happening in the school and with children.
- Parents assist in the classrooms throughout the year.
- Parents continue to show their support and involvement through school activities, carnivals, student performances, participation in award ceremonies, serving on representatvie committees and task forces.
- Parent involvement is a central component of the goal setting process: the goals of the districts are the parents goals.

Other Indicators of School Performance

- District-sponsored programs that support student performanc include: Rural Student Vocational Program, Close-Up (in Juneau and Washington DC), Spelling and Geography Bees, and Battle of the Books. Students are evaluated by use of criterion referenced tests such as micro cims districtwide data assessment, district credit requirements have been increased and mini-course offered on a districtwide basis portfolio assessments.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	-16	not collected	not collected	3	2.0	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
1991-92	10	22.4	87.3	3	2.2	
1992-93	8	73.5	91.1	1	0.6	
1993-94	-5	19.7	90.8	5	3.0	
1994-95	5	24.1	91.3	17	9.2	50.0

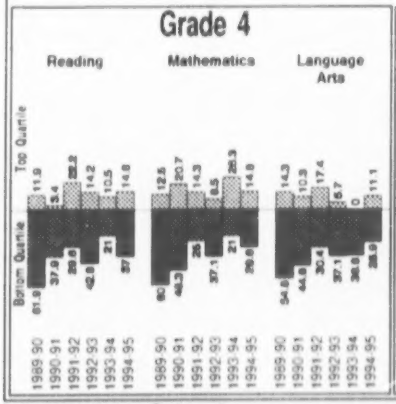
Percent of Students Promoted to the Next Grade

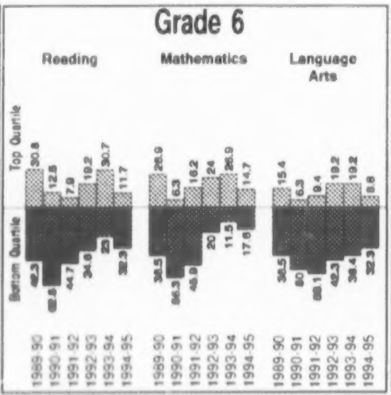
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1992-93	100.0	100.0	100.0	97.4	100.0	100.0	100.0	100.0
1993-94	100.0	95.0	96.0	100.0	100.0	100.0	100.0	100.0
1994-95	94.6	97.3	100.0	93.8	96.2	100.0	100.0	96.6

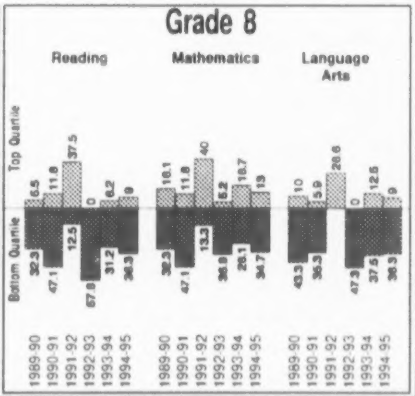
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

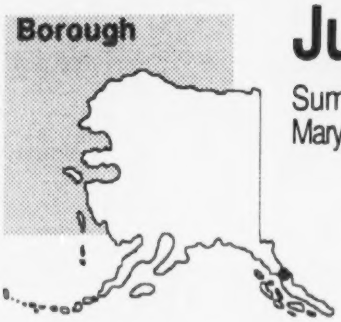
Nationally, 25% of students score in each quartile.

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	99	92.5	not collected		not collected		6	6.1	41	41.4
1990-91	62	84.9	1	1.3	13	17.1	1	1.6	12	19.4
1991-92	82	87.2	1	1.0	11	11.7	1	1.0	5	5.3
1992-93	80	86.0	2	2.1	11	11.8	2	2.5	2	2.5
1993-94	77	80.2	7	7.3	12	12.5	0	0.0	8	10.4
1994-95	84	73.7	30	26.3	0	0.0	1	1.2	15	17.9









Juneau City Schools

Summary School District Report Card to the Public
Mary Rubadeau, Superintendent

District Characteristics

Average Daily Membership	5,400
High School Graduates	244
Square Miles	3,100
Funding Communities	1
Schools	8
Population	28,519
Median Family Income	47,924
Per Capita Income	19,920
% Unemployment	6.7
% Adults with H.S. Diploma	90.0

Superintendent's Highlights

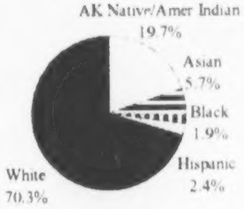
The 1994-95 school year was highlighted by increased options and opportunities for students in the Juneau schools. The passage of a local bond initiative in 1994 increased access, connection, and technology training for students and staff. The school board, staff, and parents continued to work on long-range strategic goals, and developed plans for a Juneau Alternative School. New options included a Montessori program, Phoenix, a secondary school within a school program; and a class size grant project at Mendenhall River Community School, a nationally recognized Blue Ribbon School.

District Progress Toward Goals

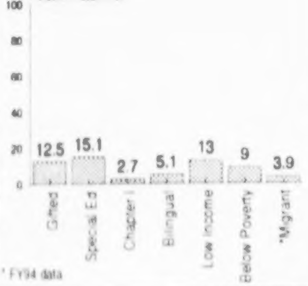
1994-95 GOALS	PROGRESS
■ Develop and adopt consistent, updated district-wide student exit-outcomes and appropriate methods of assessment.	■ Using district goals and state standards as a base, the community action team collected input on expectations for what Juneau students should know, be able to do, and be committed to when they leave the system.
■ Implement the district-wide, long-range technology plan based on site needs for improving student performance.	■ During the 1994-95 school year, all Juneau schools were networked, the libraries were automated and new computers and software were installed at each school.
■ In cooperation with the community, develop and implement a comprehensive wellness program and services to address substance abuse and other health issues.	■ A public forum on Youth Violence was held with over 300 community members attending. "Communities that Care" training involved over 60 community members and resulted in the Juneau community Risk Factors Profile.
■ Improve current programs and research effective models, in order to increase Native/minority student achievement and graduation rates.	■ A team of dedicated community members and staff studied the research of effective programs for at-risk students and developed a plan to start the Juneau Alternative School in August 1995, in partnership with Southeast Regional Resource Center.
■ Promote the establishment of comprehensive and effective community systems and programs to assist families to meet the social, emotional, and developmental needs of children.	■ Services to families included counseling, respite care, summer wilderness trips, psychiatric services, Medicaid services, tutorial services, home-based programs, and residential treatment.
■ Support parents, community, and staff in the implementation of site-based decision-making.	■ Throughout the year site councils were responsible for setting school goals and proposing school improvment plans, as well as, evaluating progress toward previous goals.

Student Population

Ethnicity



Student Characteristics



* FY94 data

Comments on School's Performance

Students, Parents, and Community Members

Students

■ more technology is available and used in our classes ■ we really like our new school facility ■ school is a safe place with fair, "respecting" rules

Parents

■ transition to the high school is getting better ■ need to ensure that students are meeting learning outcomes ■ district needs to reduce class size

Community

■ improve literacy skills of students ■ compliments to administration and staff for a good, positive atmosphere ■ focus on the academic subjects

Parent Involvement

- Parents support the schools through participation in family math nights, family literacy nights, drug & alcohol education, Gifted/Talented program, meetings/workshops, technology lab nights, parenting classes, mixed-age workshops, cabin fever relievers, science/humanities institute, family day, books for breakfast, parent-teacher conferences, take home reading packs, library resource assistance, reading buddies/tutors, local site councils, Parent Advisory Council for federal grants programs, school support team (SST), which also serves as strategic planning team, science curriculum committee, and health curriculum committee.
- Parents communicate with the school through newsletters, teacher-generated letters, telephone calls made by teachers to parents, home visits by teachers, and completing needs surveys.

Other Indicators of School Performance

▪ Student performance is assessed through information gathered through portfolio assesment and writing assessment, grades 2, 4, 7, 11. ▪ District-sponsored programs include: Battle of the Books and Academic Decathlon, Spelling and Geography Bees, Rites of Passage Experiences (ROPES) of 8th grade students. ▪ Other indicators of district performance include: awards & accolades - national blue ribbon award, two Christa McAuliffe teacher awards, national CoNect (Cooperative Network Education Community for Tomorrow) school designation, three national merit finalists, first place-state drama contest, international drill team competition, and state Math Counts team competition.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	5	not collected	not collected	114	5.6	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
1991-92	2	17.6	94.3	96	4.6	
1992-93	3	15.6	94.2	135	6.0	
1993-94	0	17.2	94.7	141	6.3	
1994-95	0	17.0	93.4	91	4.0	59.1

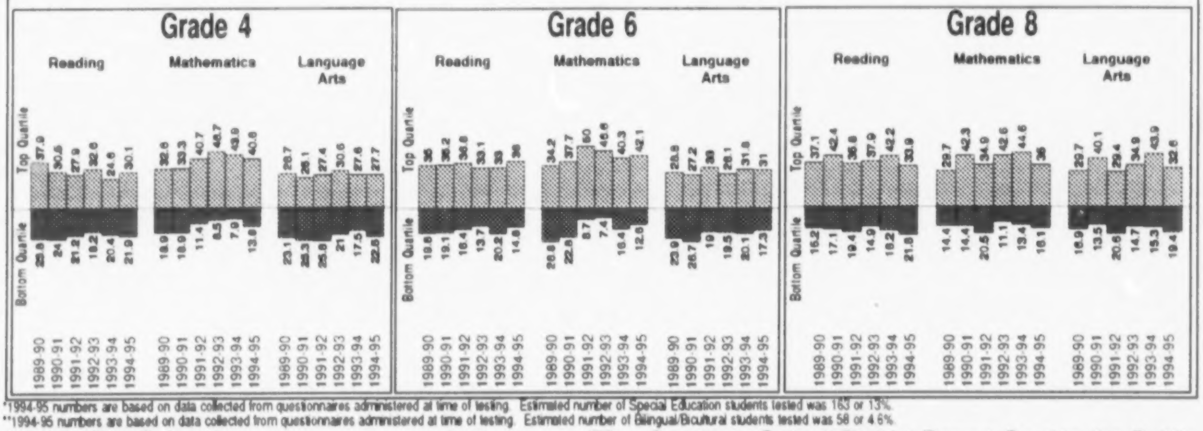
Percent of Students Promoted to the Next Grade

Grade	1	2	3	4	5	6	7	8
1991-92	99.8	99.6	100.0	100.0	100.0	100.0	100.0	96.9
1992-93	99.6	99.2	99.8	100.0	99.8	100.0	100.0	100.0
1993-94	100.0	99.8	100.0	100.0	100.0	100.0	100.0	100.0
1994-95	98.9	99.8	100.0	99.8	99.8	99.8	100.0	100.0

Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quartile

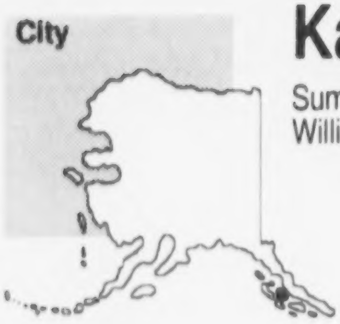
	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	1,141	98.0	not collected		not collected		80	7.0	97	8.5
1990-91	1,181	98.7	9	0.8	7	0.6	39	3.3	59	5.0
1991-92	1,212	96.7	0	0.0	41	3.2	101	8.3	0	0.0
1992-93	1,226	91.7	0	0.0	111	8.3	108	8.8	13	1.0
1993-94	1,276	96.6	23	1.7	21	1.6	92	7.2	4	0.3
1994-95	1,263	97.0	17	1.3	22	1.7	96*	7.6*	14**	1.1**



---

*1994-95 numbers are based on data collected from questionnaires administered at time of testing. Estimated number of Special Education students tested was 163 or 13%.

**1994-95 numbers are based on data collected from questionnaires administered at time of testing. Estimated number of Bilingual/Bicultural students tested was 58 or 4.6%.



Kake City Schools

Summary School District Report Card to the Public
William Hopkins, Superintendent

District Characteristics

Average Daily Membership	185	Schools	2
High School Graduates	12	Population	684
Square Miles	1	Median Family Income	49,083
Funding Communities	1	Per Capita Income	19,012
		% Unemployment	8.9
		% Adults with H.S. Diploma	76.0

Superintendent's Highlights

A major highlight of this school year has been watching the construction and completion of the district's new elementary school building. The K-6 is now housed on the same site as the high school. The elementary students no longer have to daily brave the elements for lunch by marching up the hill.

The curriculum committee is continuing the review of programs at all levels. Math was the area of concentration this year. The committee reviewed many sample materials and made their recommendation to the board. As a result a new K-8 math program was adopted.

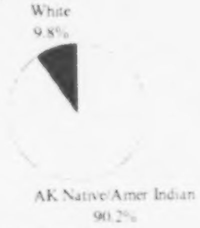
The board of education is continuing their review and update of the policy manual. Major consideration was given to the attendance and eligibility policies.

District Progress Toward Goals

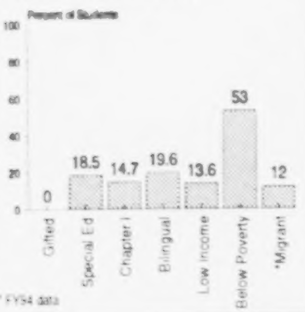
1994-95 GOALS	PROGRESS
■ Increase board effectiveness through building a stronger board/administrative team.	■ Lori Henry of Alaska Association of School Boards, provided a goal setting and school board evaluation workshop for the board in August 1994.
■ Increase the level of two-way communication and interaction between the school, parents and community to strenghten the overall education offered to our students.	■ Open houses and parent-teacher conferences were held. Phones have been installed in the K-6 classrooms so that teachers and parents can get in touch with one another frequently.
■ Improve communications between board and staff to create a more positive environment for students.	■ Signs indicate improvement and that a continuing emphasis should be placed on communication within the district among the board, administration, and staff.

Student Population

Ethnicity



Student Characteristics



* FY94 data

Comments on School's Performance

Students, Parents, and Community Members

Students
■ need more computers and more time to use them ■ more after-school activities ■ school should offer more elective classes and have fewer requirements for graduation

Parents
■ want more of their children to go on to vocational school or college ■ more hands-on classes
■ keep the business education classes

Community
■ need to educate students for community jobs ■ students need better math and language skills
■ we need high standards for our students

Parent Involvement

- Communication between home and school includes: teacher-generated newsletters, and telephone calls made by teachers to parents.
- Parents support the schools by attending open house, parent orientation, student performances, and awards assemblies.
- Parents as learners include: written material sent home on parenting tips, and parent-teacher conferences.
- Parents as advisors include: advisory parent group, and district committees on curriculum and textbook selection.

Other Indicators of School Performance

- District-sponsored programs that support student performance include: Rural Student Vocational Program, Close-up, Spelling and Geography Bees, and counseling and student support services.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	8	not collected	not collected	1	1.1	This number reflects the
1991-92	4	1.6	91.6	0	0.0	percentage of students who
1992-93	-3	7.6	93.6	2	2.6	entered 9th grade in 1991-92 and
1993-94	-2	6.0	96.2	1	1.3	graduated in 1995.
1994-95	6	11.5	90.6	0	0.0	100.0

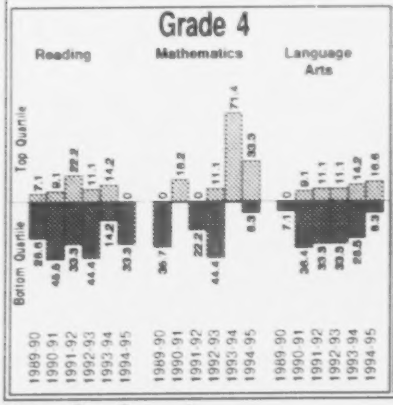
Percent of Students Promoted to the Next Grade

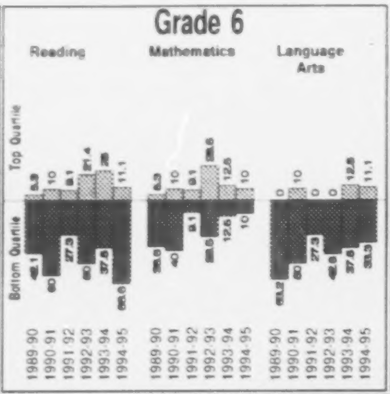
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1993-94	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1994-95	93.8	100.0	100.0	100.0	90.0	100.0	100.0	100.0

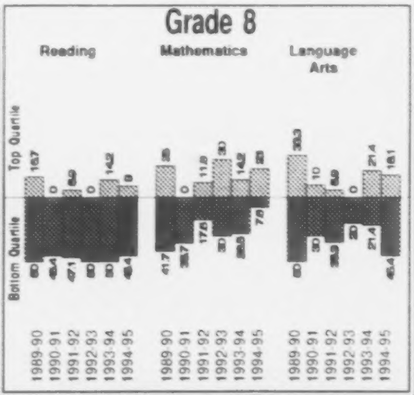
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quartile

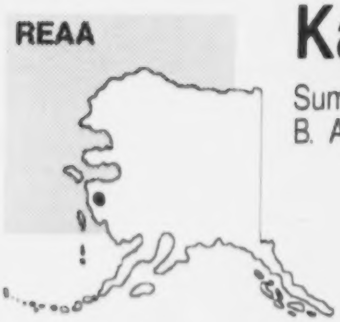
	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	45	91.8	not collected		not collected		9	20.0	0	0.0
1990-91	35	85.4	1	2.4	5	12.2	5	14.3	6	17.1
1991-92	37	92.5	0	0.0	3	7.5	2	5.0	0	0.0
1992-93	33	100.0	0	0.0	0	0.0	3	9.0	0	0.0
1993-94	29	85.3	2	5.9	3	8.8	2	6.9	0	0.0
1994-95	35	89.7	4	10.3	0	0.0	1	2.9	0	0.0







REAA



Kashunamiut Schools

Summary School District Report Card to the Public
B. A. Weinberg, Superintendent

District Characteristics

Average Daily Membership	230	Schools	2
High School Graduates	5	Population	667
Square Miles	1	Median Family Income	22,215
Funding Communities	1	Per Capita Income	6,519
		% Unemployment	11.1
		% Adults with H.S. Diploma	67.0

Superintendent's Highlights

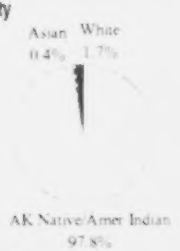
As Kashunamiut School District validates and implements its mission statement and strategic plan, substantial stress is being placed on school and community involvement, as well as commitment to the process and to the results. Heavy emphasis is being attached to improving the quality of learning results and the school climate. Integral to this effort are programs that: 1) promote student responsibility for learning results; 2) promote school climate; and 3) encourage the cooperative working relationship of staff, students, parents, and the community which is necessary for a successful school.

District Progress Toward Goals

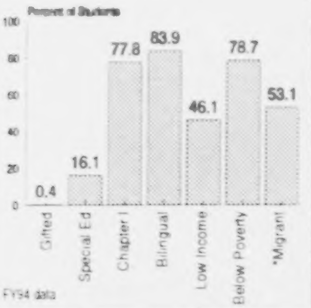
1994-95 GOALS	PROGRESS
■ To develop a strategic plan for program design and analysis.	■ Initiated staff development around the concept of strategic planning; and ■ Developed a working draft of a mission statement to present during the 1995-96 school year to staff and community for validation.
■ To upgrade the resources for school/community by automating media services.	■ Installed automated media service; ■ Installed televisions and VCR's in each classroom and cafeteria; and ■ Plans to install a satellite dish for access to the "Information Highway."
■ To develop a plan for improved student learning with emphasis on national testing results.	■ Initiated an investigation of student learning needs as described by standardized test data from prior schoolwide assessments. ■ Reviewed testing circumstances to give students optimum test taking skills.

Student Population

Ethnicity



Student Characteristics



* FY94 data

Comments on School's Performance

Students, Parents, and Community Members

Students

■ more involvement in decision making ■ school should teach more about Cupik cultural heritage and present Cupik life ■ school should teach more about careers, alcohol and tobacco abuse

Parents

■ the school should teach more about careers and job skills ■ students have difficulty with attendance ■ summer school should be offered for high school students

Community

■ would like to see the school provide more information about school issues and purposes ■ would like to see the school teach more about drug and alcohol abuse ■ would like to see more parent involvement

Parent Involvement

- Parent are supporters by attending open house, parent orientation, student performances, award assemblies, special school functions, and promotion exercises.
- Home and school communication occurs through teacher-generated letters, student newspaper, telephone calls made by teachers to parents, home visits by teachers, and home-school coordinator activities.
- Parents are learners through joint parent/child workshops, written material sent home on parenting tips, resources for parents to check out, parent-teacher conferences and school-home learning activities.
- Parents are advisors through volunteer programs, involvement of elders, cultural counseling, district committees on special programs, grants, and bilingual education.

Other Indicators of School Performance

- 34% of the graduating class of 1995 were accepted to, and are attending Alaska Job Corps - 35% of the students in grades 7-12 maintained their standing on the honor roll for four quarters during the 1994-95 academic year - 60% of the students in high school were on the honor roll at least one quarter of the academic year - 50% of the students in grades 2-7 published their work in the 1995 Arctic Region Publication "Satisfying the Heart" - 85% of the students in the secondary school program participated in co-curricular activities - Three students represented Chevak School at the Washington, D.C. Close-up program - Three students represented Chevak School at the Academic Decathlon in Anchorage - Elementary student council for grades 4-6 helped to encourage school spirit and teach students to work together for a better school.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	18	not collected	not collected	1	1.5	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
1991-92	5	2.0	90.2	4	5.8	
1992-93	0	4.5	88.3	1	1.5	
1993-94	9	10.9	91.4	5	6.8	
1994-95	11	7.6	90.3	3	3.8	41.7

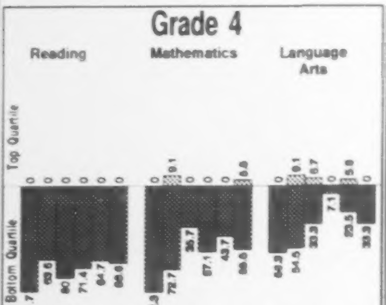
Percent of Students Promoted to the Next Grade

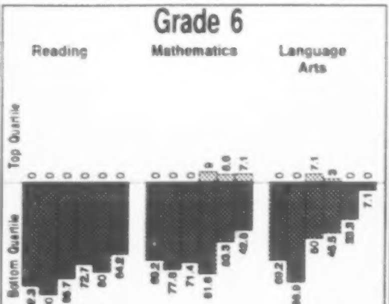
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	93.3
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	92.9	100.0
1993-94	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1994-95	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

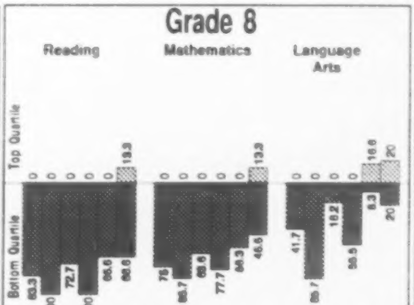
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

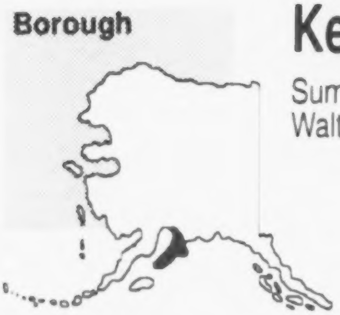
Nationally, 25% of students score in each quartile

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	38	95.0	not collected		not collected		3	7.9	37	97.4
1990-91	27	87.1	3	9.7	1	3.2	8	29.6	11	40.7
1991-92	40	90.9	0	0.0	4	9.0	4	9.0	39	88.6
1992-93	34	91.8	2	5.4	1	2.7	3	8.8	9	26.4
1993-94	44	95.7	1	2.2	1	2.2	0	0.0	0	0.0
1994-95	47	90.4	2	3.8	3	5.8	5	10.6	45	95.7









Kenai Peninsula Borough Schools

Summary School District Report Card to the Public
Walter Bromenschenkel, Superintendent

District Characteristics

Average Daily Membership	10,144
High School Graduates	503
Square Miles	25,600
Funding Communities	22
Schools	36
Population	45,056
Median Family Income	42,403
Per Capita Income	18,173
% Unemployment	13.4
% Adults with H.S. Diploma	87.0

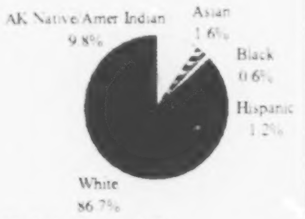
Superintendent's Highlights

The Kenai Peninsula Borough School District continues its efforts to improve student performance. During the 1994-95 school year, a system of school-based decision making was developed for implementation in the 1995-96 school year. The function of the school-based decision making councils is to design school improvement goals and to make decisions regarding allocations of resources for achievement of the school improvement goals.

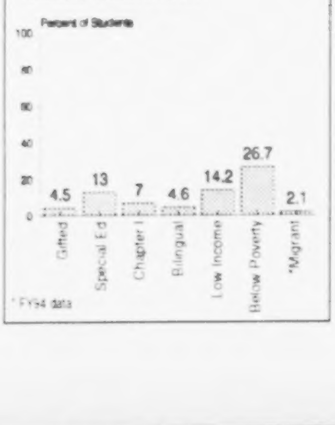
Personnel evaluation systems designed to increase the performance of employees were revised and updated. Those evaluation systems focus upon administrative performance and teacher performance.

Student Population

Ethnicity



Student Characteristics



* FY94 data

District Progress Toward Goals

1994-95 GOALS	PROGRESS
■ To implement the strategic plan for 1994-95 as adopted using the specific action steps as guidelines. - Hire a technology director and initiate long range technology planning. -Develop a district-wide staff development training program. - Revise language arts curricula and design. - Design and establish districtwide site management councils. - Develop and implement critical incident plans. - Conduct efficiency study for school operations. - Review and evaluate district-wide hazardous bus routes.	■ All strategic plan goals for the 1994-95 school year were realized to their full capacity.
■ To review and revise the personnel evaluation systems for administrators, teachers and support staff.	■ The new certified evaluation system is being piloted by the district this year and is scheduled to be implemented district-wide in the 1996-97 school year. The administrator's evaluation is being implemented throughout the district this year.
■ To conduct a comprehensive study with recommendations to the Board of Education regarding school boundaries, facility use, student attendance areas, school size, building utiliztion, hazardous routes, and related transportation issues.	■ This study was completed, recommendations were provided and the school board took action.

Comments on School's Performance

Students, Parents, and Community Members

Students

■ caring staff members ■ quality instructional programs ■ increase learning opportunities in the area of technology

Parents

■ strong support for staff and instructional programs ■ school atmosphere is positive and conducive to learning ■ concerned about overcrowding in elementary classrooms

Community

■ parent involvement in schools is a strength ■ significant support for the School to Work collaborative community concept ■ encourage development of work ethics in youth

Parent Involvement

- Home and school communications include: open house, newspaper articles, phone calls, parent-teacher conferences, progress reports, and site-based council meetings. - Parents support schools through attendance at games, Thanksgiving and Christmas dinners, artists in schools, spaghetti feed, Earth Day, Halloween carnival, Sea Week, field trips, Steering Committee, open house, After School Theater, Science Fair, spelling, and geography bees. - Parents as learners include: parenting tips in newsletters, Fetal Alcohol Syndrome information, Megaskills, parent resource library, Family Math Science, Kenai Peninsula Council, and student-led conferences. - Parents-as-teachers includes: parents assist in classrooms, libraries, extracurricular activies, volunteer talent bank, native crafts and cooking. - Parents are advisors through Parent Teacher Association, Parent Advisory Committees, Parent Teacher Organization, Site-Based Decision Making, parent input on school goals, budget and special committees, and parents serve on various district committees.

Other Indicators of School Performance

- Alaska Counselor of the Year - Alaska Vocational Teacher of the Year - Alaska Secondary Art Teacher of the Year - Who's Who among American teachers - District awards include: national honor society merit scholarship - regional finalist for Wendy Heisman award for academic sports - all state art awards in photography - District-sponsored activities include: Vocational and Industrial Clubs of America (VICA) club which was chosen as outstanding chapter in Alaska - Battle of the Books - Alaska division champions of the continental math league - future problem solving state winners

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	8	not collected	not collected	112	2.9	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995
1991-92	3	15.0	94.0	91	2.4	
1992-93	2	16.0	93.7	99	2.4	
1993-94	3	16.6	94.1	246	5.8	
1994-95	3	17.1	93.2	130	2.9	85.5

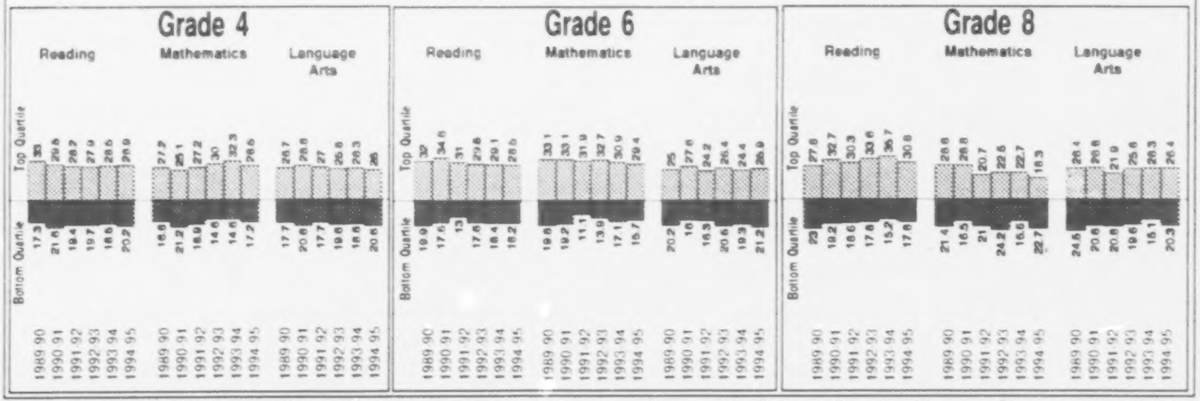
Percent of Students Promoted to the Next Grade

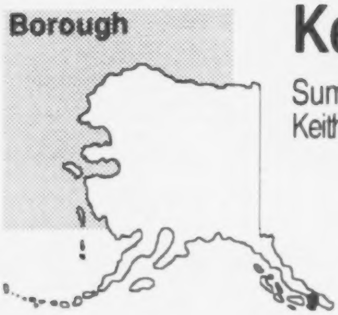
Grade	1	2	3	4	5	6	7	8
1991-92	98.7	99.0	100.0	100.0	99.7	100.0	99.0	99.3
1992-93	98.6	99.4	99.7	99.9	100.0	99.7	99.8	99.5
1993-94	99.1	99.0	99.9	99.8	100.0	100.0	99.9	99.9
1994-95	99.2	99.6	99.6	99.5	100.0	100.0	100.0	99.7

Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

Nationally 25% of students score in each quartile

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	1,917	95.6	not collected		not collected		116	6.1	89	4.6
1990-91	2,015	95.1	47	2.2	56	2.7	130	6.5	140	6.9
1991-92	2,167	92.5	111	4.7	63	2.6	212	9.0	111	4.7
1992-93	2,143	95.2	73	3.2	34	1.5	250	11.6	110	5.1
1993-94	2,341	94.5	68	2.7	69	2.8	248	10.6	119	5.1
1994-95	2305	93.0	101	4.1	72	2.9	232	10.1	103	4.5





Ketchikan Gateway Borough Schools

Summary School District Report Card to the Public
Keith Tolzin, Superintendent

District Characteristics

Average Daily Membership	2,729	Schools	8
High School Graduates	145	Population	14,745
Square Miles	1,250	Median Family Income	45,172
Funding Communities	1	Per Capita Income	18,789
		% Unemployment	9.3
		% Adults with H.S. Diploma	85.0

Superintendent's Highlights

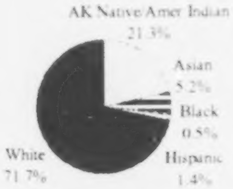
The application of academic enrichment through technology has been identified as a district-wide goal. The technology committee is developing a five-year plan for curriculum and staff development in this area. Of special note is the completion of the new high school which has a complete technology system for students and staff.

District Progress Toward Goals

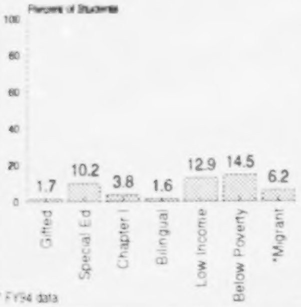
1994-95 GOALS	PROGRESS
▪ Commit to technology as a component to basic education.	▪ A philosophy statement and goals to guide a five-year district technology plan are in progress. Intelligent and thoughtful integration of technologies into the classroom, both as the object of instruction and a tool for instruction, will successfully meet the challenges of the information age.
▪ Establish measurable academic benchmarks for K-12 to reflect world class standards.	▪ The development of a student profile that portrays the knowledge, skills and attitudes necessary for a world class education is in progress.
▪ Develop and implement a plan for staff development with emphasis on peer coaching.	▪ This goal, due to budget restrictions, was not implemented.

Student Population

Ethnicity



Student Characteristics



* FY94 data

Comments on School's Performance

Students, Parents, and Community Members

Students

▪ increase time to use computers in classroom ▪ positive attitude toward teachers and the school atmosphere ▪ more time for P.E. and/or recess

Parents

▪ appreciate the level school staff involve parents in their child's education ▪ continue emphasis on the basics ▪ discipline policy sets limits and parents like this

Community

▪ community members, educators, and the school board need to work together to establish clear direction for district curriculum ▪ school staff are supportive of parent involvement ▪ staff and students are fortunate to be on the cutting edge of technology

Parent Involvement

- Communication between home and school includes: newsletter and teacher-generated letters, and telephone calls made by teachers to parents.
- Parents are supporters through parent-teacher student recognition programs, open house and parent orientation, student performances and award assemblies, special school functions, and concerts, school plays, athletic games, and lobbying efforts.
- Parents are learners through parent-teacher conferences, math/science nights, written material sent home on parenting tips, resources for parents to check out at counselor's office, and bookends-reading program for parents and their children.
- Parents are teachers through school-home learning activities, parents volunteering in classrooms; hands on science, and afterschool jumproping program.
- Parents are advisors through Parent Teacher Association (PTA), and Curriculum Review Committees.

Other Indicators of School Performance

- District-sponsored programs include: Battle of the Books, Academic Decathlon - high school, Close-up - high school, geography bee, ready-for-work competency testing, American Junior High Math Exam, Math Counts, National Council of Teachers of English Writing Contest, and Carmen San Diego National Essay Project. Others include Cultural Exchange program, Scholarships at Graduation, and Junior Achievement.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	3	not collected	not collected	68	5.4	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995. 85.6
1991-92	-1	28.2	94.6	60	4.7	
1992-93	1	28.2	93.9	71	5.4	
1993-94	2	22.5	92.4	55	4.1	
1994-95	0	26.6	91.3	74	5.8	

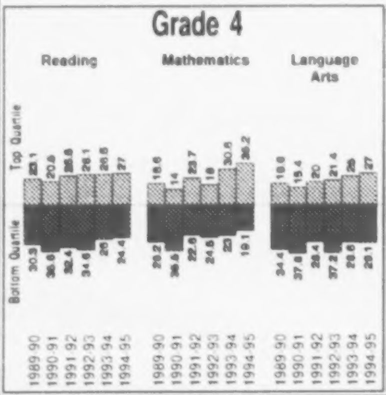
Percent of Students Promoted to the Next Grade

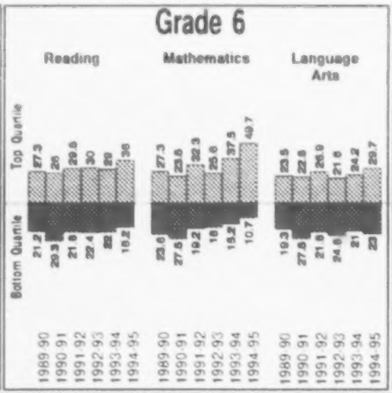
Grade	1	2	3	4	5	6	7	8
1991-92	99.0	100.0	99.5	99.5	100.0	100.0	97.9	100.0
1992-93	98.6	100.0	99.5	100.0	100.0	100.0	99.6	99.6
1993-94	99.1	100.0	100.0	100.0	100.0	99.1	99.6	100.0
1994-95	97.6	99.6	99.5	99.5	99.6	99.0	97.3	96.0

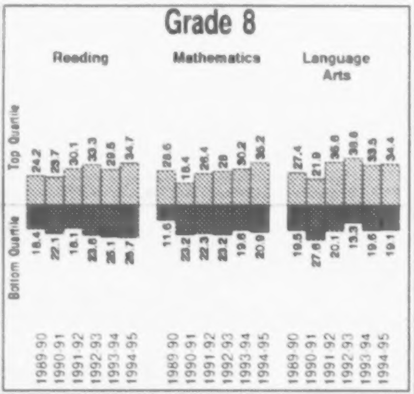
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

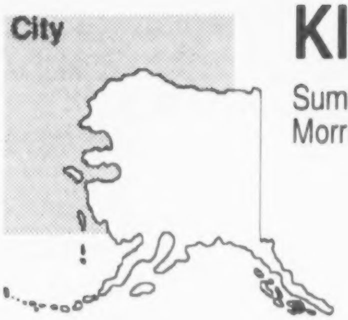
Nationally, 25% of students score in each quartile

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	579	95.5	not collected		not collected		35	6.0	10	1.7
1990-91	609	93.8	40	6.2	0	0.0	73	12.0	22	3.6
1991-92	582	92.6	40	6.3	6	0.9	33	5.2	6	0.9
1992-93	613	93.7	22	3.3	19	2.9	64	10.4	9	1.4
1993-94	609	88.1	43	6.2	39	5.6	20	3.3	8	1.3
1994-95	600	89.4	71	10.6	0	0.0	33	5.5	16	2.7









Klawock City Schools

Summary School District Report Card to the Public
Morris Ververs, Superintendent

District Characteristics

Average Daily Membership	207	Schools	2
High School Graduates	10	Population	738
Square Miles	1	Median Family Income	39,495
Funding Communities	1	Per Capita Income	15,510
		% Unemployment	10.6
		% Adults with H.S. Diploma	78.0

Superintendent's Highlights

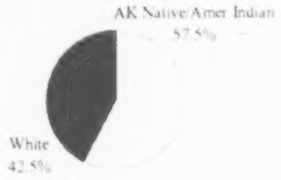
The 1994-95 school year saw a major effort to establish a process for aligning the Klawock City School District Exit Outcomes with state and national standards. In addition, using technology as a tool to provide better access to educational opportunities was a priority during this year. Accessing CD ROM resource materials and the Internet from every classroom in the school was the hallmark of this effort. These two projects are extensions of our strategic planning process and are deemed to be the most significant areas of focus to improve student learning.

District Progress Toward Goals

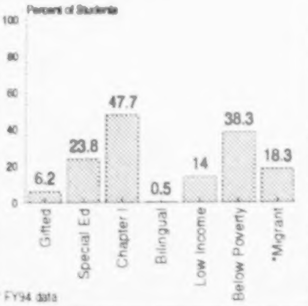
1994-95 GOALS	PROGRESS
▪ Plan of service format and alignment to support mission and exit outcomes.	▪ Math alignment - nearing completion
▪ Technology: system installation and staff education.	▪ Connection of cable system for Information Superhighway in place; connection of two-way audio/video Klawock, Craig imminent. Staff development on-going.
▪ Board policy development	▪ Completed December, 1994.
▪ Language arts and health/life skills	▪ Still in process, although significant progress made.

Student Population

Ethnicity



Student Characteristics



* FY94 data

Comments on School's Performance

Students, Parents, and Community Members

Students

▪ most teachers are willing to give students individual help ▪ adult activity sponsors sincerely involved ▪ counselor is accessible for help in solving personal problems

Parents and Community

▪ students have sufficient amounts of homework to promote achievement in their courses ▪ teachers and administrators are available to schedule appointments

Parent Involvement

- Hosted back-to-school night refreshments and Christmas bazaar
- Parents accompanied class on field trips and 8th grade cave trip
- Parent Teacher Student Association (PTSA) sponsored DARE program and Karst teacher in-service, re-elections contest, arts and science fair, and staff appreciation week
- Parents worked as tutors in sixth grade
- Parents provided refreshments for two band concerts
- Parents served on parent-involvement task force
- PTSA in cooperation with the United States Forest Service took the initiative in sponsoring an island-wide teacher in-service to begin the environmental curriculum process

Other Indicators of School Performance

- First in state for math academic decathlon
- Klawock junior awarded six-week internship to the institute for Genomic Research in Washington DC
- Klawock senior awarded $3,000 scholarship from ARCO
- Honors scholarship awarded to senior for $10,000 to Greenville College
- Stateroom scholarship awarded at Unversity of Alaska Fairbanks equalling $3,600
- Klawock student winner of island-wide spelling bee

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	-3	not collected	not collected	2	2.4	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995. 54.5
1991-92	5	20.6	89.2	7	7.8	
1992-93	-3	23.8	91.1	2	2.2	
1993-94	2	19.8	90.0	4	4.4	
1994-95	-1	17.4	89.5	9	9.9	

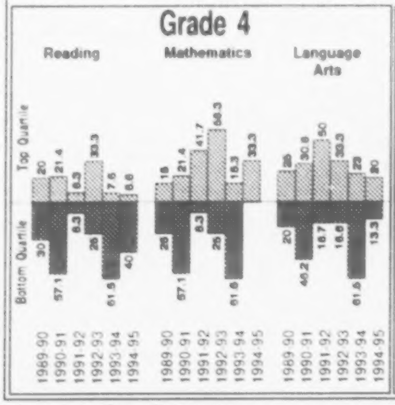
Percent of Students Promoted to the Next Grade

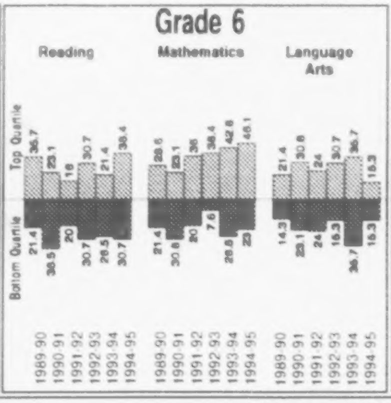
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	93.8	100.0	100.0	100.0	100.0	100.0
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1993-94	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1994-95	100.0	100.0	100.0	94.1	100.0	100.0	100.0	100.0

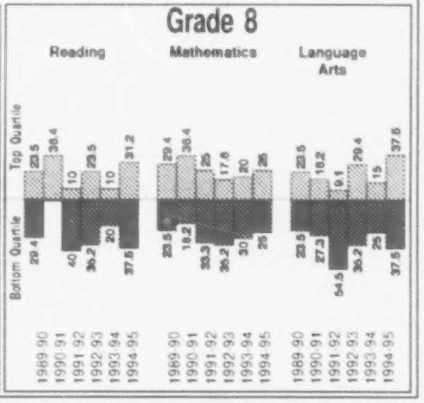
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

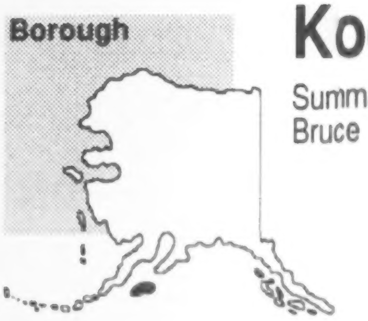
Nationally, 25% of students score in each quartile

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	51	96.2	not collected		not collected		7	13.7	0	0.0
1990-91	38	90.5	3	7.1	1	2.4	4	10.5	0	0.0
1991-92	49	83.0	7	11.8	3	5.0	8	13.5	0	0.0
1992-93	42	91.3	0	0.0	4	8.7	8	19.0	0	0.0
1993-94	47	90.4	0	0	5	9.6	11	23.4	0	0.0
1994-95	44	95.7	0	0.0	2	4.3	6	13.6	0	0.0


Grade 4


Grade 6


Grade 8



Kodiak Island Borough Schools

Summary School District Report Card to the Public
Bruce Johnson, Superintendent

District Characteristics

Average Daily Membership	2,711	Schools	15
High School Graduates	142	Population	15,481
Square Miles	17,783	Median Family Income	44,815
Funding Communities	10	Per Capita Income	19,979
		% Unemployment	10.4
		% Adults with H.S. Diploma	85.0

Superintendent's Highlights

The Kodiak Island Borough School District continued to pursue excellence for children by focusing on the implementation of a strategic plan that was initially created in the early 1990's. Staff development and the establishment of a realistic student assessment program provided much of the district's focus. In the late spring, all Kodiak Island and Alaskan educators were acknowledged when Kodiak's own, Elaine Griffin, was honored as the 1995 National Teacher of the Year! Her declaration of the need for community partnerships in the educational process speaks to the heart of our own educational mission.

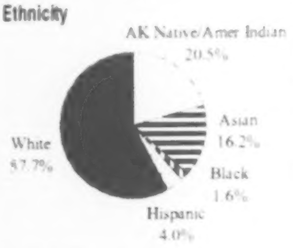
Thanks to the efforts of the Kodiak Island Borough, major facility upgrades were completed at Kodiak High School and Ouzinkie School.

District Progress Toward Goals

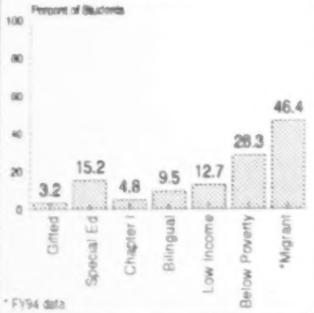
1994-95 GOALS	PROGRESS
■ Implement graduation expectations.	■ Emphasized language arts, reading and math in all curricula areas. ED 693 - Assessing Graduation Requirements.
■ Encourage community and staff involvement in restructuring our system.	■ Very active Parent Teacher Association, continued Teacher-Teacher program, building-level in-services began
■ Continue to involve families in the education of their children.	■ Inservice workshop opportunities and evening sessions, recruitment of staff with second language experience, newsletters, open houses, Parent Teacher Association, and classroom visits.
■ Continue to develop and implement program education options and alternatives.	■ Assessed program and implemented changes, expanded program to meet needs of United States Coast Guard Base/outlying area.
■ Work with students, staff and parents on at-risk behavior.	■ Implemented a new health curriculum, continued peer helpers, task force addressed Safe Schools and added three action plans to a strategy.

Student Population

Ethnicity



Student Characteristics



* FY94 data

Comments on School's Performance

Students, Parents, and Community Members

Students
■ feel their teachers are fun, caring, helpful, willing to talk and organized ■ would like more class choices ■ elementary students would like more recess time

Parents
■ like the individual attention teachers give to students ■ appreciate the communication between teachers and families ■ feel that their schools need more/better room, vocational education classes, heating, and classroom space

Community
■ concerned about budget reductions, class size and veteran teachers retiring ■ acknowledged the effort of staff to work on communications ■ staff are appropriately focusing on behavior change with students

BEST COPY AVAILABLE

Parent Involvement

■ Home school communication occurs through: newsletters, and teacher-generated letters, student newspaper, telephone calls made by teachers to parents, and home visits by teachers. ■ Parents are supporters through open house, parent orientation, book fairs, science fairs, and cultural festivals. ■ Parents-as-learners include: parent education, joint parent/childworkshop, written material sent home on parenting tips resources for parents to check out, and parent-teacher conferences ■ Parents-as-teachers include: triathlon, classroom aide, and homework/project assistance ■ Parents as advisors include: Kodiak Middle School advisory group, Kodiak High School Parent Advisory group, village advisory school boards, bilingual/bicultural parent committee, and safe and drug-free schools advisory group. All four elementary schools have active Parent Teacher Associations, curriculum review committees, budget review committees, and strategic plan committees.

Other Indicators of School Performance

■ Nearly $437,000 in scholarships was awarded to the 1995 graduating class of Kodiak High School.
■ District-sponsored programs include: Spelling and Geography Bees, triathlon, presidential academic fitness program, knowledge masters program, Battle of the Books, Close-up, academic excellence, and festival of cultures.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent
1990-91	4	not collected	not collected	20	1.9
1991-92	5	27.2	94.0	18	1.6
1992-93	3	16.5	93.5	23	2.0
1993-94	6	18.2	93.6	13	1.0
1994-95	-1	22.0	93.8	39	3.2

Graduation Rate
This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
87.5

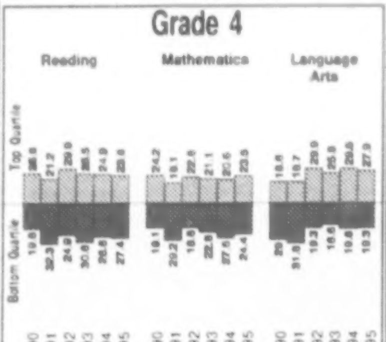
Percent of Students Promoted to the Next Grade

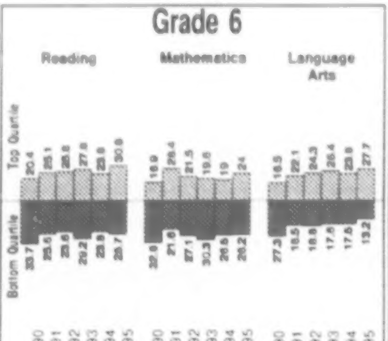
Grade	1	2	3	4	5	6	7	8
1991-92	99.6	99.2	99.5	99.5	100.0	100.0	100.0	100.0
1992-93	100.0	99.1	99.6	100.0	99.5	100.0	100.0	100.0
1993-94	99.5	99.6	100.0	96.1	100.0	100.0	100.0	100.0
1994-95	99.6	99.5	100.0	100.0	100.0	100.0	100.0	100.0

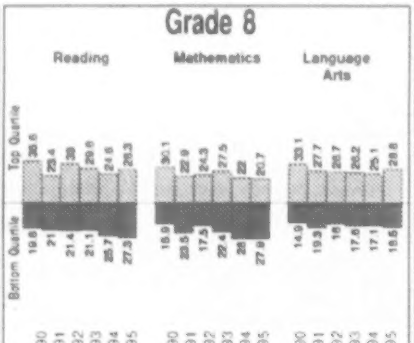
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

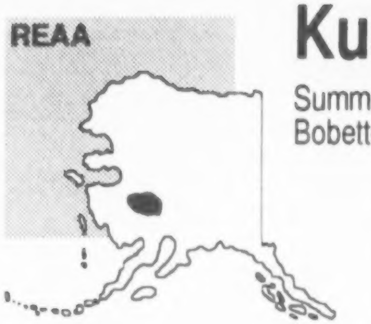
Nationally, 25% of students score in each quartile.

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	558	93.6	not collected		not collected		72	12.9	83	14.9
1990-91	579	94.5	34	5.5	0	0.0	65	11.2	86	14.9
1991-92	585	95.1	8	1.3	22	3.5	64	10.4	27	4.3
1992-93	580	94.9	0	0.0	31	5.0	66	11.3	16	2.7
1993-94	605	89.6	23	3.4	47	7.0	44	7.3	30	5.0
1994-95	591	92.2	50	7.8	0	0.0	49	8.3	35	5.9


Grade 4


Grade 6


Grade 8



Kuspuk Schools

Summary School District Report Card to the Public
Bobette Bush, Superintendent

District Characteristics

Average Daily Membership	450	Schools	10
High School Graduates	28	Population	1,581
Square Miles	12,120	Median Family Income	25,402
Funding Communities	8	Per Capita Income	8,833
		% Unemployment	8.1
		% Adults with H.S. Diploma	62.0

Superintendent's Highlights

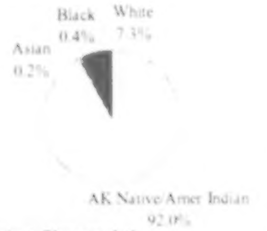
Means of carrying out our district's mission statement were articulated by teachers, administration, and school board. Curriculum development is nearly complete in our core subjects. Appropriate instructional resources were acquired for science, math, and social studies. Recruiting procedures for certified staff were refined and implemented. Advisory council addressed numerous educational issues, e.g., a review of graduation requirements, rationale for our approach to voc ed, staff development needs, and school calendar. Two students were selected to Council, and one student to our school board. The budget process was refined. Board and staff negotiations were completed in four days using a collaborative bargaining method.

District Progress Toward Goals

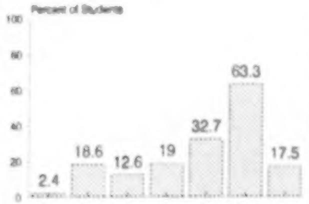
1994-95 GOALS	PROGRESS
■ All students will improve basic academic and technology skills. Emphasis will be on communication skills.	■ The school board, the administration, and the teachers articulated what will be done to assist in carrying out this component of our district's mission statement. ■ Computer/technology consultant was contracted to offer staff development, software selection, hardware allocation, and repair. ■ Trained an additional teacher in the Alaska State Direct Writing Assessment (total of nine district teachers are trained with this model training). ■ District inservice focused on elementary and secondary math instruction, writing assessment for all teachers of grades 3-12, and computer/technology.
■ Students will graduate from our district confident and capable whether living in the traditional culture or the global society.	■ Courses directly relevant to students' lives beyond high school (Applied Math I and II, Life Skills/Choices and Decisions) were offered. ■ A Vocational Education Committee met to coordinate district vocational education activities and to articulate a rationale for our approach to vocational education. ■ Opportunites were provided to strengthen the ties between the traditional culture and the school environment. ■ Continued offering distance delivery courses which provided a variety of course offerings and assisted in bringing the "outside world view" to the student in the village.
■ Improve the relationship between the parents, community and schools.	■ Increased number of parents on the district's advisory council to four. ■ Included parents on the Advisory Council in training of district personnel. ■ Actively encouraged and sought parents to come into schools to observe, share ideas of expertise, and take part in school activities. ■ Held annual Elders-Youth Conference.

Student Population

Ethnicity



Student Characteristics



* FY94 data

Comments on School's Performance

Students, Parents, and Community Members

Students

■ travel opportunities, activites, and options in the school program need to be increased ■ school facilities and equipment need improvment

Parents

■ increase parental involvement in the schools ■ would like more relevant education and assistance in postsecondary preparation

Community

■ need improvements in some of the teaching staff ■ appreciate school cultural activities ■ need improved discipline/atmosphere in the schools

Parent Involvement

- Communication between home and school includes: teacher-generated letters, telephone calls made by teachers to parents, home visits by teachers, open school policy, and Elder's lunch program.
- Parents support programs such as: science week and Christmas program, Hike the Hill awards assembly, spirit camp, class plays, Pee Wee basketball, 1st grade trip, carnival, and graduation.
- Parents as learners include: parent-teacher conferences.
- Parent volunteer programs include: cultural heritage activities, sports activities, and Elders conference.
- Parents-as-advisors include: Parent Advisory Council and district advisory council.

Other Indicators of School Performance

- District science fairs: two students participated in the State Science Fair (one received first place) - 100% of the 7-12 grade students participated in districtwide academic decathlon including: mathematics, geography, speech, interview, essay and traditional activities - Ten students participated in state Vocational and Industrial Clubs of America (VICA) competition - Accelerated reader program-61% of our students in grades K-12 participated in the accelerated reader program earning a variety of motivational awards - 100% of fifth and tenth grade students participated in the state direct writing assessment - District teacher selected as Alaska's Secondary Social Studies Teacher of the Year - Annual metrics olympics were held involving approximately 90 students competing in weighing and measuring - Rural Student Vocational Program (RSVP) - Juneau Close-up - Geography Bee

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate	
				Number	Percent
1990-91	3	not collected	not collected	1	0.7
1991-92	6	15.4	95.6	5	3.2
1992-93	-5	16.1	95.4	7	4.1
1993-94	5	14.2	93.6	2	1.1
1994-95	0	17.3	90.8	0	0.0

Graduation Rate

This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.

90.9

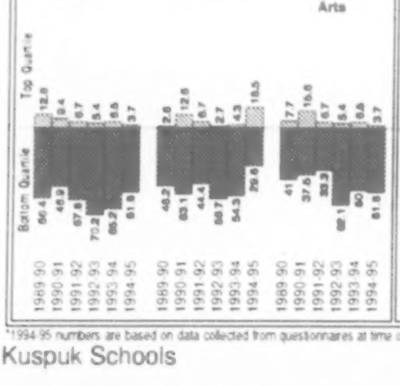
Percent of Students Promoted to the Next Grade

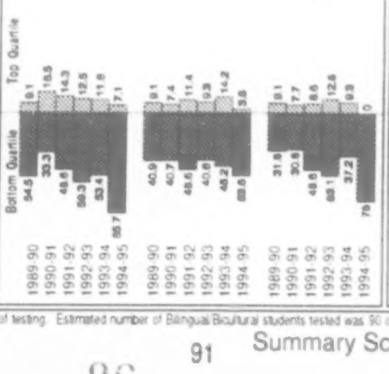
Grade	1	2	3	4	5	6	7	8
1991-92	96.3	100.0	97.7	95.7	100.0	100.0	100.0	93.6
1992-93	100.0	96.6	100.0	100.0	100.0	100.0	97.3	93.8
1993-94	96.7	100.0	100.0	100.0	100.0	100.0	97.2	97.4
1994-95	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

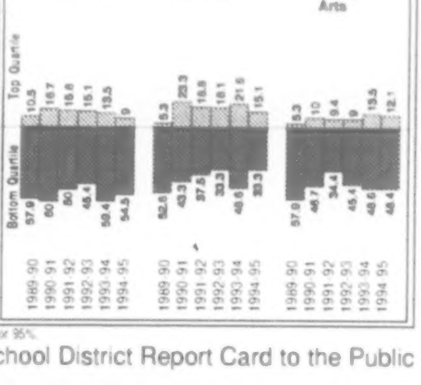
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quartile

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	80	86.0	not collected		not collected		4	5.0	27	33.8
1990-91	89	89.9	3	3.0	7	7.1	7	7.9	16	18.0
1991-92	112	96.5	4	3.4	0	0.0	14	12.0	4	3.4
1992-93	102	98.0	0	0.0	2	1.9	14	13.7	17	16.6
1993-94	122	89.1	9	6.6	6	4.4	19	15.6	31	25.4
1994-95	88	92.6	7	7.4	0	0.0	0	0.0	1*	1.1*







*1994-95 numbers are based on data collected from questionnaires at time of testing. Estimated number of Bilingual/Bicultural students tested was 90 or 95%.

Lake and Peninsula Borough Schools

Summary School District Report Card to the Public
Frank Hill, Superintendent

District Characteristics

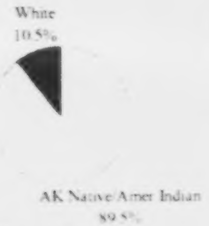
Average Daily Membership	508
High School Graduates	18
Square Miles	25,061
Funding Communities	15
Schools	16
Population	1,822
Median Family Income	25,231
Per Capita Income	11,560
% Unemployment	8.2
% Adults with H.S. Diploma	61.0

Superintendent's Highlights

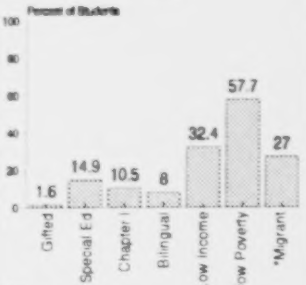
The district has finalized a five-year strategic plan. An implementation schedule has been developed to accomplish the plan. Individual school plans will be developed during 1995-96, which will coincide with the major aspects of the district's strategic plan, and state the method by which the local students will be best served. The high level of involvement and ownership of the strategic plan shown by parents, employees, and community members of the district continues as individual site planning is completed. Individual staff members have committed to accomplishing those parts of the action plans that pertain directly to their areas of responsibility.

Student Population

Ethnicity



Student Characteristics



* FY94 data

District Progress Toward Goals

1994-95 GOALS	PROGRESS
■ Develop a five-year strategic plan for the school district	■ Initial planning meeting was held September 23-26, 1994. ■ Draft plan was reviewed with the school board, borough assembly, and 15 village Local School Advisory Council October 1-December 15, 1994. ■ Action team leader training was held December 12-13, 1994. ■ School board approved implementation schedule October 12, 1995.
■ Graduating class of 1996 will exhibit a level of competence at 77% or greater in curriculum areas of language arts, mathematics, science, and social science, as assessed by a mastery level criterion-referenced summative evaluation.	■ Seniors will be assessed in the spring of 1996. ■ Pilot testing of Criterion Reference Tests in language arts and math conducted in the Spring of 1995.

Comments on School's Performance

Students, Parents, and Community Members

Students
■ teachers are dedicated to student activities outside the instructional day ■ a counseling program is needed to address student needs ■ development of student leadership activities needed

Parents
■ student/parent handbook encourages parents to be involved with their child's education ■ 10:1 student ratio ■ a committed staff that works long hours and are involved in their communities

Community
■ neat, well maintained facilities ■ teachers can teach multi-age classes ■ administration is committed to the students and allocation of resources to improve student learning

Parent Involvement

- Parent involvement in district planning and for their respective sites has increased significantly during the past year. Over 50% of the involvement with initial planning has been carried out by parents. The district's mission states, "we will accomplish our objectives by forming partnerships with parents and community members." We are seeing tremendous success in this area.

Other Indicators of School Performance

- The following assessment tools are used: District Writing Assessment, Armed Services Vocational Aptitude Battery, Scholastic Assessment Test, American College Test, and Iowa Test of Basic Skills.
- Student achievement is supported in the following ways: Battle of the Books, academic decathlon, math counts, Rural Student Vocational Program, national and Alaska Close-up, state spelling bee, Alaska Association Student Governments, Native Youth Olympics, fish and wildlife goose calendar contest.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent
1990-91	1	not collected	not collected	6	4.8
1991-92	8	32.4	93.0	6	4.3
1992-93	4	28.1	92.5	3	2.0
1993-94	7	19.1	94.1	7	3.7
1994-95	2	27.0	92.4	6	3.3

Graduation Rate
This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
70.6

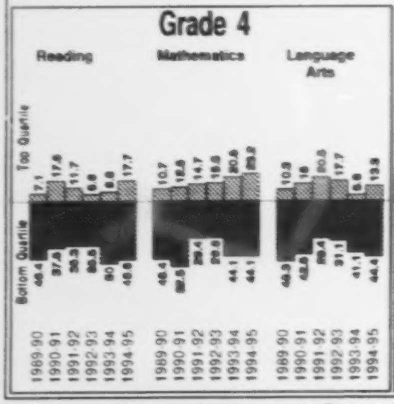
Percent of Students Promoted to the Next Grade

Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	97.1	100.0	100.0
1992-93	100.0	100.0	100.0	100.0	96.2	100.0	97.9	100.0
1993-94	95.7	97.7	97.9	100.0	98.2	97.5	100.0	92.5
1994-95	100.0	97.7	100.0	100.0	100.0	100.0	97.6	98.0

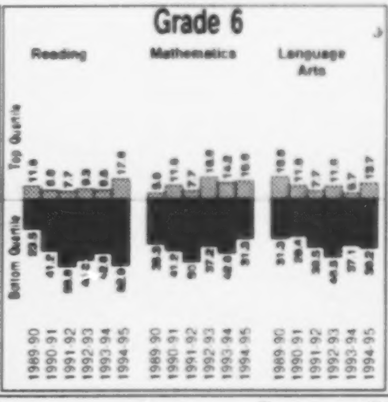
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quartile

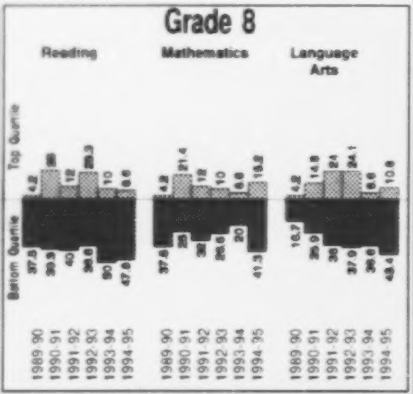
	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	70	83.3	not collected		not collected		2	2.9	44	62.9
1990-91	102	79.1	23	17.8	4	3.1	11	10.8	39	38.2
1991-92	85	83.3	17	16.7	0	0.0	3	2.9	3	2.9
1992-93	118	92.1	8	6.2	2	1.5	13	11.0	6	5.0
1993-94	99	83.9	16	13.6	3	2.5	2	2.0	0	0.0
1994-95	142	95.3	4	2.7	3	2.0	5	3.5	6	4.2



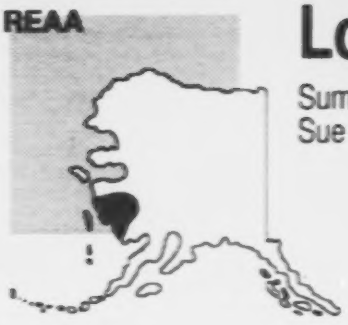
Grade 4



Grade 6



Grade 8



Lower Kuskokwim Schools

Summary School District Report Card to the Public
Sue C. Hare, Superintendent

District Characteristics

Average Daily Membership	3,051	Schools	26
High School Graduates	127	Population	12,177
Square Miles	23,792	Median Family Income	25,402
Funding Communities	23	Per Capita Income	8,833
		% Unemployment	8.1
		% Adults with H.S. Diploma	64.0

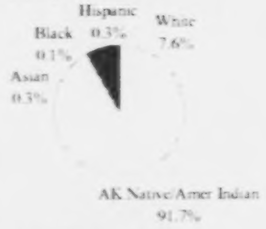
Superintendent's Highlights

I am pleased to present the Lower Kuskokwim School District's 1994-95 annual report. Over three thousand children and over six hundred employees are represented indirectly and directly in the statistics reflected in this report. Our school district is wrestling with overwhelming issues, and we need the work of good-hearted parents, communities, teachers, administrators, and support staff to provide a positive environment for our students.

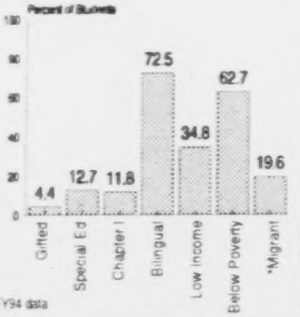
The Strategic Planning process continues to change and evolve as we learn more about working effectively with communities. We look for renewal which will empower us to grow and change to better neet the needs of our students.

Student Population

Ethnicity



Student Characteristics



* FY94 data

District Progress Toward Goals

1994-95 GOALS	PROGRESS
■ By 1997, eighty percent of graduates will read at the college entrance level.	■ The 1995 seniors scored at the 39th percentile in reading on the Iowa Tests of Achievement and Proficiency. The 1994 graduating class scored in the 19th percentile in reading.
■ By 1997, fifty percent of LKSD graduates will enter postsecondary institutions of their choice and be able to function at the freshman level.	■ Forty-four percent of the 1995 graduates were reported to be in postsecondary training. Of these students 37% were in college and 8% were in vocational education programs. Of the 597 graduates from 1991-1995, twenty-eight percent are in postsecondary training.
■ By 1997, the dropout rate will be less than one percent.	■ The 1994-95 dropout rate for students in grades 7-12 was 4.8 percent.

Comments on School's Performance

Students, Parents, and Community Members

Students

■ need more cultural activities ■ increase number of course offerings such as band, music, and drama ■ we like Eskimo dancing - let's do more!

Parents

■ let's have more Eskimo dancing and cultural activities ■ improve the lunch program ■ increase parent involvement

Community

■ glad to see Eskimo dancing ■ increase variety of courses ■ there is a need for band, music, and drama classes

Parent Involvement

- Communication between home and school includes: teacher generated letters, telephone calls, and home visits.
- Parents support schools by attendance at: open house, student performances, and special school functions.
- Parents are learners through activities such as reading written material on parenting tips, parent teacher conferences, and school/home learning activities.
- Parents serve as advisors on district committees.

Other Indicators of School Performance

- District-sponsored programs that support student performance include: Eskimo dancing, cheerleading, Vocational and Industrial Clubs of America (VICA) club, cross-country (18% of students participated), wrestling and volleyball, Native Youth Olympics, Close-up and Geography Bee, basketball, Battle of the Books, and Academic Decathlon and Academic Pentathlon.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate		Graduation Rate
				Number	Percent	
1990-91	1	not collected	not collected	29	2.7	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
1991-92	3	28.6	90.8	43	4.0	
1992-93	4	9.9	92.1	42	3.9	
1993-94	3	14.6	91.4	55	4.9	
1994-95	3	15.9	91.0	56	4.8	60.5

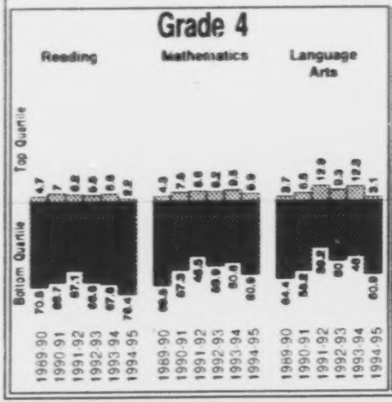
Percent of Students Promoted to the Next Grade

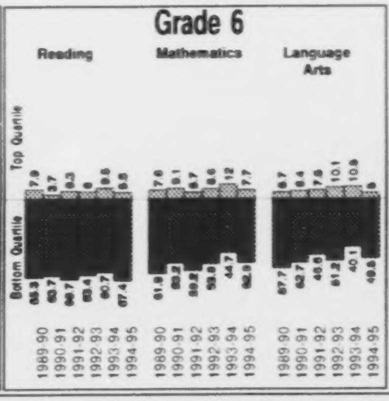
Grade	1	2	3	4	5	6	7	8
1991-92	94.5	96.9	98.8	96.1	95.4	98.0	89.4	98.6
1992-93	97.1	99.2	99.2	98.0	98.7	99.5	93.8	97.8
1993-94	97.1	98.6	98.0	98.4	97.9	100.0	94.4	96.4
1994-95	96.3	98.7	97.3	97.5	97.7	97.1	92.3	92.2

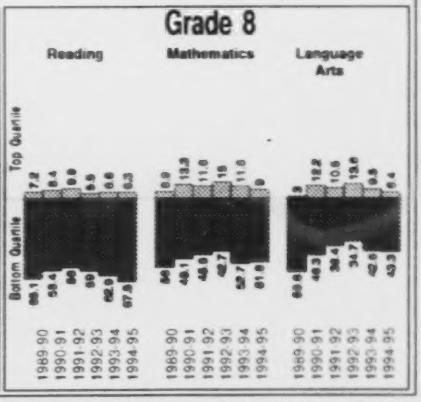
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quartile

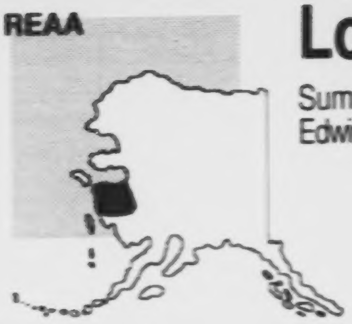
	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	565	93.7	not collected		not collected		30	5.3	428	75.8
1990-91	562	93.1	34	5.6	8	1.3	49	8.7	439	78.1
1991-92	575	89.7	2	0.3	64	10.0	29	4.5	248	38.6
1992-93	575	88.7	29	4.4	44	6.7	33	5.7	257	44.7
1993-94	624	95.3	0	0.0	32	4.9	28	4.5	289	46.3
1994-95	628	92.5	32	4.7	19	2.8	27	4.3	195	31.1







REAA



Lower Yukon Schools

Summary School District Report Card to the Public
Edwin T. Gonion, Superintendent

District Characteristics

Average Daily Membership	1,621	Schools	11
High School Graduates	49	Population	5,478
Square Miles	19,302	Median Family Income	20,586
Funding Communities	11	Per Capita Income	6,519
		% Unemployment	11.1
		% Adults with H.S. Diploma	55.0

Superintendent's Highlights

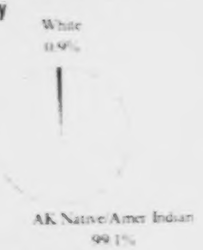
A priority of the Lower Yukon School District is to provide its students with a more global culture. To this end, the district plan includes the integration of the Yup'ik culture and language along with other necessary life skills and knowledge. The Alaska 2000 standards have provided a framework within which new, more challenging performance standards for LYSD students are being designed. Integral to this process is a renewed, more intensive level of involvement by parents and community. An ultimate goal is for all students to be educationally equipped for success in the environment of their choice. Progress toward that goal is outlined in this district report to the public.

District Progress Toward Goals

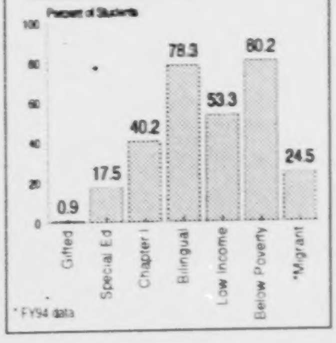
1994-95 GOALS	PROGRESS
■ Complete development of learning outcomes and student performance benchmarks for the following district curricula: social studies, comprehensive health education, AIDS prevention, vocational education.	■ Learning outcomes and student performance benchmarks were completed in social studies, comprehensive health education, and AIDS prevention; and vocational education learning outcomes and benchmarks to be completed by October 1995.
■ Develop and implement a plan to address student deficiencies as identified by district results on the Iowa Test of Basic Skills.	■ Each site educational staff developed and implemented a site-specific plan to identify and target special instruction for student learning deficiencies; implemented test-taking strategies programs at each site; and included basic skills in social studies, comprehensive health education, and vocational education curricula.
■ Develop a plan to strengthen student reading skills.	■ The district researched language processing programs; identified a successful program; sent two site teams to observe the program in action; developed a plan to implement the program; designed and submitted a Title VII grant to assist implementation scheduled for August, 1995.
■ Implement a plan for distance delivery education.	■ Trained all administrators and selected trainer-of-trainers on Distance Delivery Education (DDE).
■ Develop a plan to implement Goals 2000.	■ Formed a Goals 2000 District Improvement Planning Team.
■ Develop a plan to promote cross-cultural insights which will help enrich the educational climate for both teachers and students.	■ Developed a plan for identifying ten priorities for district improvement; and developed a Title VII project focusing on strengthening cultural awareness among staff and students; and a cross-cultural training program was designed by the district bilingual/bicultural committee; training will begin 1995-96.

Student Population

Ethnicity



Student Characteristics



* FY94 data

Comments on School's Performance

Students, Parents, and Community Members

Students
■ would like to have larger facilities for both academic and extra-curricular activities ■ increase variety in course selection ■ like and want more technology

Parents
■ want larger school facilities ■ want more school-related activities with emphasis placed on the local culture ■ have positive feeling toward their schools

Community
■ like their relationship with local schools ■ increase course offerings for learners both in and out of school ■ like special school sponsored activities that involve the community

Parent Involvement

- Communication between home and school include: teacher-generated letters, phone calls by teachers to parents, home visits by teachers, and home-school coordinator activities.
- Parents support schools through attendance at: open house, parent orientation, student performances, awards assemblies, special school functions, cultural activities, and community involvement.
- Parents are learners in the schools by reading written material sent home on parenting tips, and parent-teacher conference.
- Parents are teachers through volunteer programs, advisory parent group, advisory school board, and district committees.

Other Indicators of School Performance

- Student assessment techniques include: Iowa Test of Basic Skills (ITBS), Armed Services Vocational Aptitude Battery (ASVAB), American College Testing (ACT), writing assessment, and performance assessment.
- District-sponsored programs that support student performance include: academic decathlon at both secondary and elementary levels, regional school board and Hugh O'Brian Leadership Seminar (HOBY), national and state close-up, career fair, natural helpers, varsity cross-country running, boys and girls varsity basketball, co-ed volleyball, Battle of the Books, career culture, portfolio, Native Youth Olympics, student store, honor roll, summer science program, and youth-elder program.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent
1990-91	3	not collected	not collected	25	4.7
1991-92	2	3.3	95.0	27	5.0
1992-93	12	13.2	92.5	26	5.0
1993-94	4	25.7	91.7	58	10.5
1994-95	2	11.3	91.3	32	5.9

Graduation Rate
This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
58.1

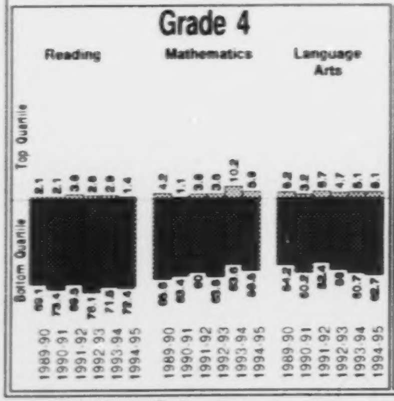
Percent of Students Promoted to the Next Grade

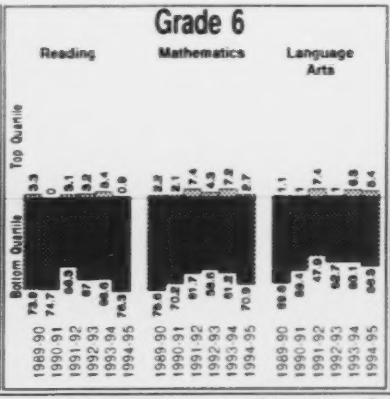
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	99.0
1992-93	98.7	98.6	99.3	100.0	100.0	100.0	100.0	98.8
1993-94	100.0	100.0	100.0	100.0	98.3	99.2	100.0	100.0
1994-95	99.4	100.0	100.0	100.0	99.3	99.2	99.1	98.9

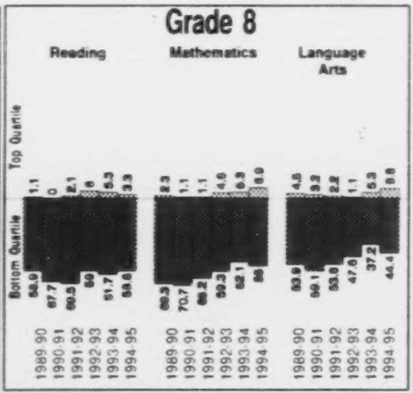
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

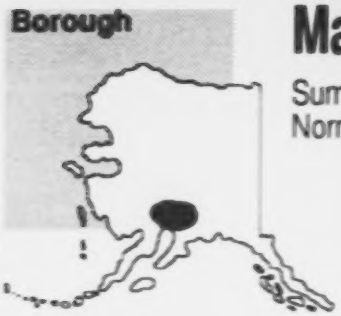
Nationally, 25% of students score in each quartile

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	281	93.7	not collected		not collected		18	6.4	270	96.1
1990-91	284	97.9	0	0.0	6	2.1	45	15.8	275	96.8
1991-92	296	94.5	0	0.0	17	5.4	36	11.5	227	72.5
1992-93	283	92.1	4	1.3	20	6.5	38	13.4	180	63.6
1993-94	343	92.0	12	3.2	18	4.8	45	13.1	324	94.5
1994-95	338	94.7	5	1.4	14	3.9	48	14.2	245	72.5









Matanuska-Susitna Borough Schools

Summary School District Report Card to the Public
Norman Palenske, Superintendent

District Characteristics

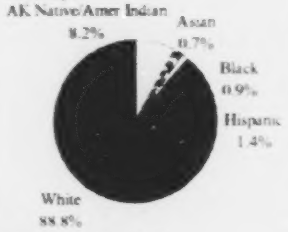
Average Daily Membership	11,894
High School Graduates	648
Square Miles	20,544
Funding Communities	15
Schools	28
Population	48,570
Median Family Income	40,745
Per Capita Income	15,898
% Unemployment	13.3
% Adults with H.S. Diploma	88.0

Superintendent's Highlights

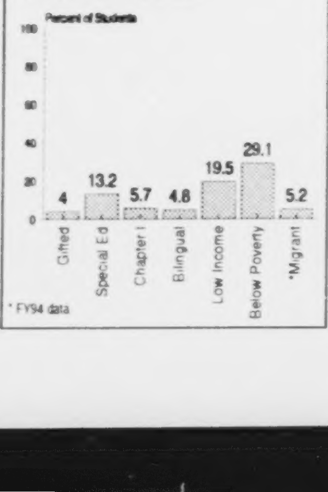
In spite of the financial anorexic mentality prevalent in the state, the district continued to promote a positive learning environment. Great accomplishments were made in the areas of negotiations, creating safe school environments, compliance issues, curriculum development, and professional training. Visionary contemporary restructuring ideas continue to be reviewed and revised for future implementation. Graduating students continue to find success in the workplace, technical schools, and college. The allocation of declining resources continues to be unacceptable to the staff, students, and public.

Student Population

Ethnicity



Student Characteristics



* FY94 data

District Progress Toward Goals

1994-95 GOALS	PROGRESS
■ Ensure that every school is a safe, and caring facility, free of violence, abuse, and harassment.	■ A committee, led by a board member, was formed to study violence in the schools. The committee was instrumental in accomplishing the following items: passing local and state level resolutions; passing major changes to the policy regarding the safe schools, community and staff awareness of the safe school emphasis; and conducting an in-service for establishment of a safe school environment.
■ The district will aggressively pursue the resources necessary to promote learning for all students.	■ The district lobbied intensively at the local and state level. A legislative barbecue was held in the winter to inform legislators of district needs and priorities. Numerous grants were written and funded.
■ Implement the appropriate application of technologies to prepare students for the world of work.	■ The district continued to make progress toward the networking of the schools by fiber optics. Numerous classes and meetings were held by interactive video and progress continues to expand in this area.
■ The district will construct and deliver a curriculum encompassing all educational content areas designed to achieve literacy for all students and to be evaluated by relevant sequence of assessments to determine student achievement.	■ The instruction department continues to organize and plan staff development that accomplishes the intent of this goal. New programs and refinement of existing curriculum are continually being adopted. ■ Research in the areas of assessment techniques, technological innovation, visual expression, and brain development continues to be explored.

Comments on School's Performance

Students, Parents, and Community Members

Students

■ appreciate computers and request more time to use them ■ appreciate the availability of teachers ■ mentioned they liked extra-curricular activities and feel there should be more

Parents

■ dedicated and caring staff ■ appreciate the on-going communication between parents and school personnel ■ report that schools are safe places for students and support children's learning

Community

■ pupil/teacher ratio - overcrowding ■ want district to have safe schools ■ want district to be held accountable for fiscal resources

Parent Involvement

- Communication between home and school includes: parent and student handbooks, parent-teacher conferences, "how are we doing" phone calls, radio announcements, town meetings, and progress reports.
- Parents as supporters include participation with Battle of the Books, Parent Teacher Organization, parent training sessions, and track meets, senior citizens cake and coffee, and parent volunteer of the year
- Parents-as-learners includes assisting with family resource night, computer nights, family science bags, 8th grade parent orientation, and post high school planning scholarships.
- Parents as teachers includes assisting with family math, science olympiad, Chapter I primary reading program, student leadership organizations, Alaska Career Information System (AKCIS) (on system), Reading is Fundamental (RIF) selection, technology and building plans.
- Parents as volunteers include acting as chaperones and assisting with October Fest, spirit days, music, library and student store.

Other Indicators of School Performance

- Recognition for support of student performance includes: math teacher of the year for Alaska, presidential academic awards, presidential fitness award, presidential scholar and science teacher of the year for Alaska runner-up.
- District-sponsored programs include: Academic Decathlon, Battle of the Books, Close-up, economic challenge, future problem solving, geography bee, Rural Student Vocational Program (RSVP) and spelling bee.
- Student performance is assessed through a variety of means: portfolio and writing assessments and a variety of test instruments such as: Iowa Test of Basic Skills (ITBS), Scholastic Assessment Test (SAT), American College Test (ACT) and Criterion-referenced testing (CRT).

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	7	not collected	not collected	146	3.8	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
1991-92	7	14.1	91.4	129	3.0	
1992-93	5	13.9	91.3	147	3.2	
1993-94	6	15.1	90.6	119	2.4	
1994-95	5	15.5	91.3	199	3.7	95.5

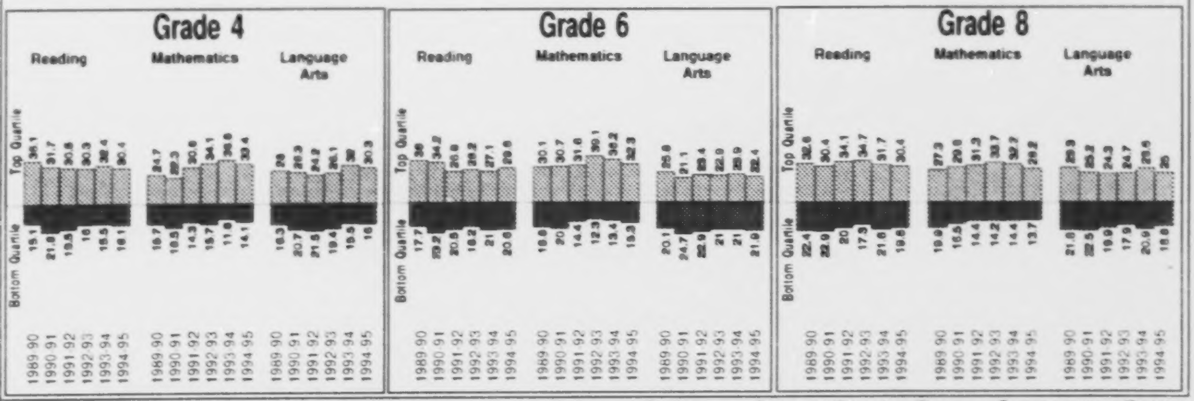
Percent of Students Promoted to the Next Grade

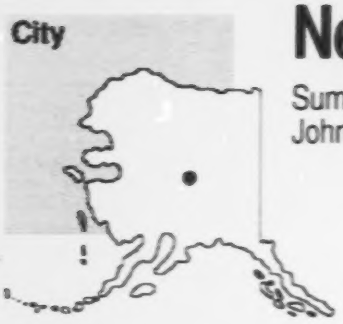
Grade	1	2	3	4	5	6	7	8
1991-92	96.8	98.6	98.7	99.5	99.3	99.9	98.6	98.4
1992-93	96.3	98.2	99.3	99.3	99.4	99.1	97.5	98.3
1993-94	97.0	98.2	99.0	99.7	99.5	99.6	99.1	96.0
1994-95	96.0	97.5	99.1	99.2	99.1	98.8	98.0	98.0

Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quartile

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	2,081	95.2	not collected		not collected		102	4.9	55	2.6
1990-91	2,261	95.0	92	3.9	26	1.0	95	4.2	92	4.1
1991-92	2,406	92.2	152	5.8	49	1.8	83	3.1	41	1.5
1992-93	2,437	91.3	179	6.7	53	1.9	104	4.2	61	2.5
1993-94	2,594	92.7	66	2.4	138	4.9	105	4.0	51	2.0
1994-95	2,683	91.6	175	6.0	71	2.4	160	6.0	98	3.7





Nenana City Schools

Summary School District Report Card to the Public

John Gill, Superintendent

District Characteristics

Average Daily Membership	163
High School Graduates	7
Square Miles	9
Funding Communities	1
Schools	1
Population	391
Median Family Income	27,432
Per Capita Income	11,554
% Unemployment	16.4
% Adults with H.S. Diploma	81.0

Superintendent's Highlights

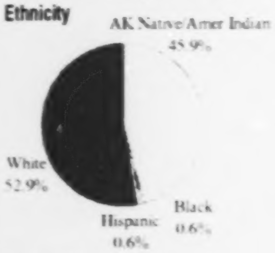
The Nenana City School District will continue to pursue excellence to further the education of students through the instructional staff. Increased involvement by teachers, parents, and community is vitally important as the district restructures and plans for fewer students and reduced funds as we approach the 21st Century. Efforts to provide students with an appropriate education for successful life pursuits will continue as a commitment of the district. The district endeavors to gain and maintain a high level of parent and community involvment.

District Progress Toward Goals

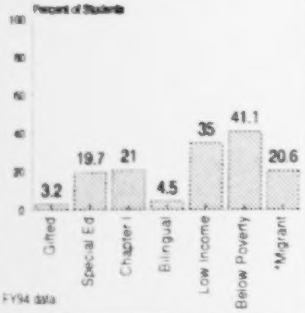
1994-95 GOALS	PROGRESS
■ Work for equitable legislative funding for our school district.	■ Legislative funding to include single site, as a part of original educational funding has not yet come to pass. The single site consortium is working hard with legislators, the governor, and school.
■ Increase parental involvement in the total school program.	■ Each teacher and the principal are contacting two parents per week. This has improved the parental interest and visitation to the school increased.
■ Improve the school climate, assuring that each student and staff member feels welcome, necessary, and a valued part of the school.	■ Informative staff meetings were held. More time was given to graduates for career fairs and post-graduation planning. An open-door policy was maintained by administrators. The first negotiated agreement for classified staff was approved by the school board and union.
■ Revise math curriculum in terms of National Council of Teacher of Mathematics (NCTM) and Alaska 2000 standards.	■ Math curriculum was changed slightly to ensure that standards were being met and taught. Our committee felt that after these changes were made by the district, the curriculum met or exceeded the NCTM and state standards.

Student Population

Ethnicity



Student Characteristics



*FY94 data

Comments on School's Performance

Students, Parents, and Community Members

Students

■ liked the process of selecting class officers ■ need better balance to field trip schedule - not all at end of year ■ increase security in the school building

Parents

■ need better communication between home and school ■ continue the elementary monthly presentation program for the community ■ more consistent approach to discipline, maintaining school and parent expectations

Community

■ tie the school and community together as a whole for our children ■ promote Nenana in a positive way ■ work with local agencies as a team and keep informed as to directions taken

BEST COPY AVAILABLE

Parent Involvement

- Communication between school and home includes teacher-generated letters, telephone calls made by teachers to parents, and home-school coordinator activites. ▪ Parents-as-supporters include attending student performances, monthly K-6 community programs. ▪ Parents-as-learners include assisting with book-swap and math night, reading written materials sent home on parenting tips, and attending parent-teacher conferences. ▪ Parents-as-teachers include senior citizens working with athletic department, parents volunteer in classes and community volunteers type and work as aides, etc. Recruits are being sought to help in any area of interest they may have ▪ Parents-as-advisors include parent committess - grant groups, 1994-95 science selection silver burdette, curriculum committees, and student need committees.

Other Indicators of School Performance

- Seven students part of gifted and talented program ▪ 100% of grades 1-8 promoted to next grade ▪ artists in residence was in district for three weeks; basket weaving was an outstanding success for the entire community ▪ 5th & 10th graders of Nenana did extremely well in the Alaska Direct Writing Assessment ▪ honor roll, and national honor society ▪ 95% attendance rate ▪ summer school with emphasis on Chapter I and Migrant students was highly successful ▪ 31% of students, grades 7-12 were on the honor roll for the 1994-95 school year

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	6	not collected	not collected	0	0.0	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
1991-92	-2	18.4	92.4	0	0.0	
1992-93	4	17.8	93.2	4	4.5	
1993-94	-7	36.3	95.0	6	7.3	
1994-95	-12	16.0	95.1	6	9.7	70.0

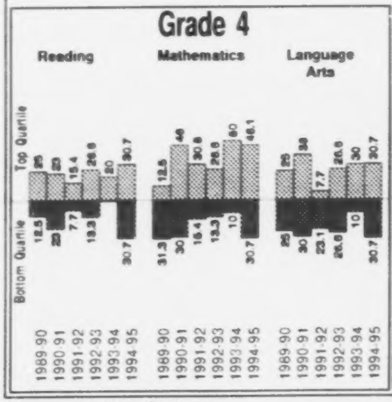
Percent of Students Promoted to the Next Grade

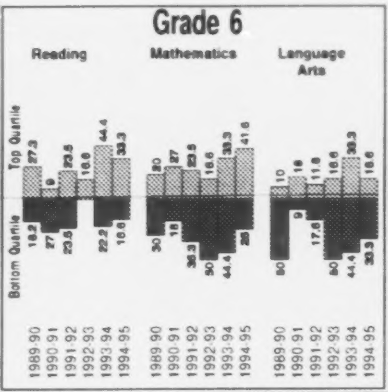
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	92.0
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1993-94	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1994-95	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

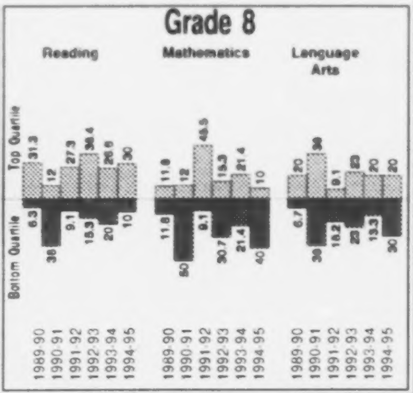
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

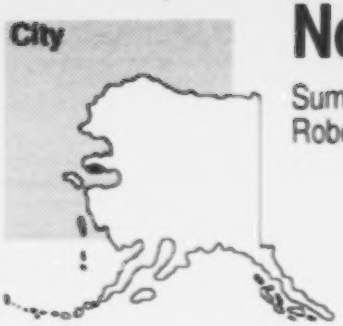
Nationally, 25% of students score in each quartile

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	44	93.6	not collected		not collected		0	0.0	0	0.0
1990-91	32	88.9	1	2.8	3	8.3	1	3.1	2	6.3
1991-92	41	95.3	0	0.0	2	4.6	6	13.9	2	4.6
1992-93	34	73.9	4	8.7	8	17.3	2	5.8	1	2.9
1993-94	34	89.5	4	10.5	0	0.0	2	5.9	0	0.0
1994-95	35	89.7	3	7.7	1	2.6	3	8.6	5	14.3









Nome City Schools

Summary School District Report Card to the Public

Robert Kinna, Superintendent

District Characteristics

Average Daily Membership	702	Schools	3
High School Graduates	38	Population	3,564
Square Miles	18	Median Family Income	30,144
Funding Communities	1	Per Capita Income	10,701
		% Unemployment	11.2
		% Adults with H.S. Diploma	74.0

Superintendent's Highlights

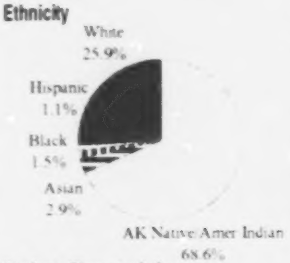
Our collaborative pre-school project involving the City of Nome, Kawerak Head Start, Nome Public Schools, and Norton Sound Health Corporation is finally underway. With the completion of a beautiful 12,000 plus square foot building and a Goals 2000 grant we received, we have begun to serve nearly every pre-school child in Nome under one roof, with an appropriate pre-school program.

District Progress Toward Goals

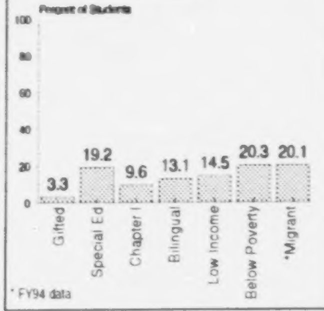
1994-95 GOALS	PROGRESS
▪ The board believes that children must be ready for the formal school experience and to that end, the Primary II class will be evaluated annually with efforts to align and improve pre-school programs with Goals 2000 goal #1, Ready to Learn.	▪ Primary II class successful. ▪ Goals 2000 grant received for day care pre-school project. ▪ pre-school teacher hired. ▪ director for pre-school project hired. ▪ public pre-school program implemented.
▪ The board will arrange to meet with the Nome Common Council to request an early commitment to continue funding of the Nome Public Schools by supplemental appropriation above the mandatory 4 mills.	▪ Early supplemental funding was recieved from city.
▪ The board will continue to encourage a united legislative lobbying effort to achieve equitable funding for single site school districts.	▪ Lobbying effort was made - the single site supplemental funding was recieved.
▪ The board recognizes that over fifty percent of students entering kindergarten are developmentally/educationally delayed up to two years, efforts will be made so that all students will be achieving at their grade level or above, by the end of sixth grade.	▪ Pre-school efforts are being made. Achievement testing is receiving staff attention.
▪ Every student will have a yearly attendance rate of 98% or above and a committee review of the attendance policy, grades 7-12, will be accomplished this year to determine additional positive attendance incentives.	▪ Work continues.
▪ By June 1995, the districtwide technology committee will present for board approval an updated framework for technology acquisition and a five-year technology plan.	▪ A plan was not completed for district-wide implementation. Building level upgrade did begin with hardware and software acquisition.

Student Population

Ethnicity



Student Characteristics



* FY94 data

Comments on School's Performance

Students, Parents, and Community Members

Students

▪ most teachers are competent ▪ more playground equipment is needed

Parents

▪ Tech Prep Program should be retained ▪ Nome Alternative School is a plus ▪ concern about educational funding in rural Alaska

Community

▪ develop higher expectations of students to increase achievement ▪ strengthen the gifted and talented program ▪ encourage stronger disciplinary measures

Parent Involvement

- Communication between home and school includes: newsletters, teacher-generated letters, student newspaper, telephone calls made by teachers to parents, and home-school coordinator activities.
- Parents-as-supporters include attendance at open house, parent orientation, student performances, awards assemblies, and special school functions.
- Parents-as-learners includes: informational workshops, resources for parents to check out, parent-teacher conferences, and school-home learning activities, and participation in volunteer programs.
- Parents-as-advisors include advisory parent groups, organized parent groups and district committees.

Other Indicators of School Performance

- District-sponsored programs that support student performance include: Close-up, spelling bee, and geography bee.
- Student assessment techniques include: portfolio assessment, writing assessment, and other test scores.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	3	not collected	not collected	3	1.0	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
1991-92	0	21.9	93.5	1	0.3	
1992-93	-6	16.5	93.3	0	0.0	
1993-94	-2	24.4	94.0	7	2.4	
1994-95	-1	25.5	96.3	0	0	92.5

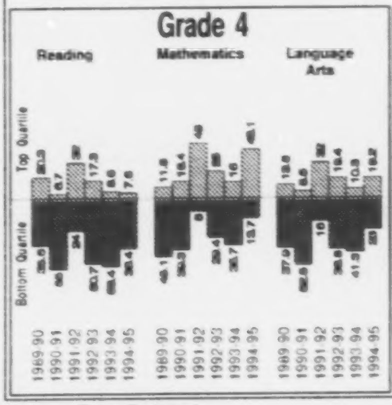
Percent of Students Promoted to the Next Grade

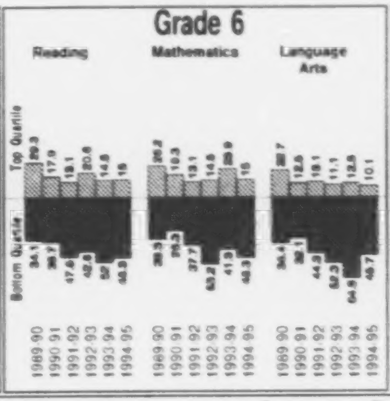
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	98.6	100.0	100.0	100.0	100.0	98.3	100.0
1992-93	98.1	96.4	92.9	98.3	100.0	100.0	88.9	91.2
1993-94	100.0	100.0	100.0	96.7	98.5	100.0	94.6	98.1
1994-95	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

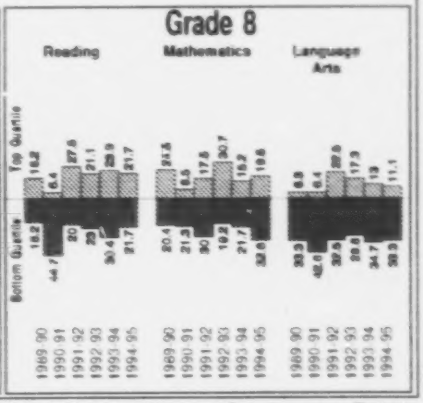
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

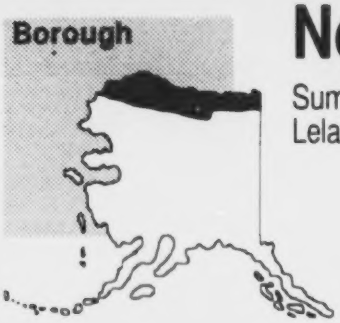
Nationally, 25% of students score in each quartile

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	151	95.6	not collected		not collected		4	2.6	14	9.3
1990-91	165	93.2	1	0.6	11	6.2	9	5.5	13	7.9
1991-92	126	78.2	12	14.3	23	7.5	10	6.2	4	2.4
1992-93	184	96.8	0	0.0	6	3.1	19	10.3	3	1.6
1993-94	152	95.6	7	4.4	0	0.0	26	17.1	6	3.9
1994-95	158	88.8	20	11.2	0	0.0	29	18.4	11	7.0









North Slope Borough Schools

Summary School District Report Card to the Public
Leland Dishman, Superintendent

District Characteristics

Average Daily Membership	1,702
High School Graduates	83
Square Miles	84,983
Funding Communities	8
Schools	10
Population	6,815
Median Family Income	50,473
Per Capita Income	18,231
% Unemployment	5.0
% Adults with H.S. Diploma	69.0

Superintendent's Highlights

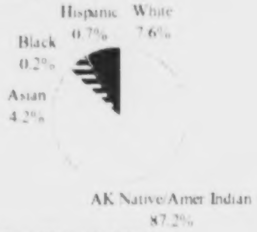
The North Slope Borough School District's central focus is on improving education for all of our students. We have focused on our Strategic Plan, Effective Schools Report, and a public relations audit to obtain input from our public to assist us in improving our system. Our compressed video network has received national recognition, and high school enrollment continues to increase classes offered compressed-in-video delivery.

District Progress Toward Goals

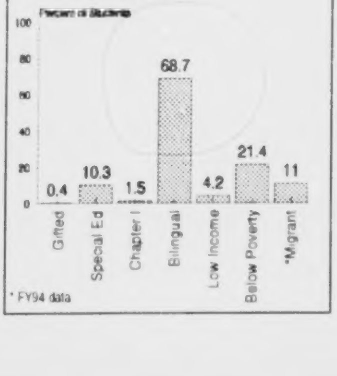
1994-95 GOALS	PROGRESS
■ Students will demonstrate a year or more of academic growth in the district-mandated Criterion Reference Tests and the Iowa Test of Basic Skills by the end of the 1994-95 year.	■ Continuing to work toward this goal. The district will be switching to the California Achievement Test/5 to comply with state mandate.
■ Academic achievement is related to instructional time and how this time is allocated and involves students in active learning.	■ This is on-going.
■ All students shall be treated equitably and shall have an equal opportunity to succeed academically. In an effort to facilitate this goal, all staff will receive training on unconscious cultural bias.	■ Staff has received training.
■ Labeling of students by staff or students is known to hinder self-esteem. Therefore, students and staff will be made aware of the negative impact of labeling. Heterogeneous grouping of students will be used to prevent negative impact of labeling.	■ District continues to develop staff awareness in this area.
■ Teacher contact with families will be strengthened during the 1994-95 school year through parent/teacher conferences and community events.	■ This has been done and will continue.

Student Population

Ethnicity



Student Characteristics



* FY94 data

Comments on School's Performance

Students, Parents, and Community Members

Students
■ liked the current student activities and request more activities ■ are prepared for the next grade level of education; quality of education is good ■ liked the number of electives and requested more

Parents
■ teachers are concerned about the students ■ generally like the staff and pleased with their performance ■ liked the sports activites, but would like to see more

Community
■ more parental involvement is needed with regard to student discipline ■ would like to see some changes to meet the needs of students, such as honors classes

Parent Involvement

- Communication between home and school include bi-monthly district newsletter - "School Happenings," cable channel 15 - school news, and annual report to the people, springnewsletter.
- Parents-as-supporters include attendance at open house and parent orientation, student performances, and award assemblies.
- Parents-as-learners include reading written material sent home on parenting tips, resources for parents to check out, and parent/teacher conferences.
- Parents-as-advisors include participation on: School Advisory Committees, strategic planning committe, and curriculum committee.

Other Indicators of School Performance

- District-sponsored programs that support student performance include Battle of the Books, academic decathlon, Rural Student Vocational Program, Close-up, and spelling bee.
- Students are evaluated on information gathered through portfolio assessment and writing assessment

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate		Graduation Rate
				Number	Percent	
1990-91	4	not collected	not collected	17	3.7	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
1991-92	8	3.0	91.4	28	5.4	
1992-93	3	15.6	89.4	26	4.8	
1993-94	8	12.6	89.3	33	5.7	
1994-95	5	12.5	89.2	25	4.1	64.0

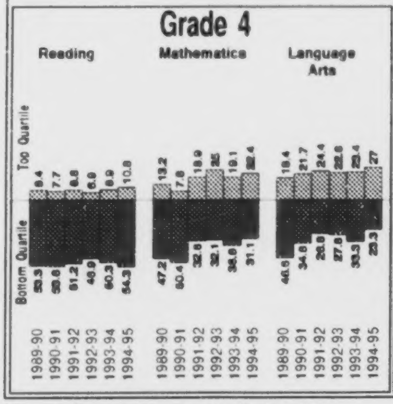
Percent of Students Promoted to the Next Grade

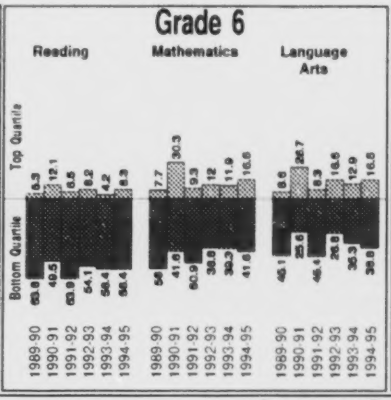
Grade	1	2	3	4	5	6	7	8
1991-92	98.1	99.4	100.0	100.0	100.0	100.0	99.1	98.9
1992-93	100.0	100.0	100.0	100.0	100.0	99.1	99.1	99.1
1993-94	99.3	99.4	99.3	100.0	100.0	97.7	100.0	100.0
1994-95	98.1	100.0	99.4	100.0	100.0	100.0	100.0	100.0

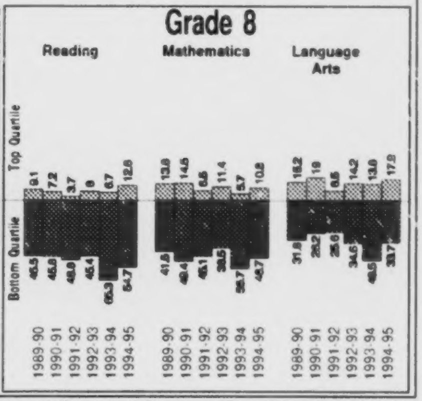
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

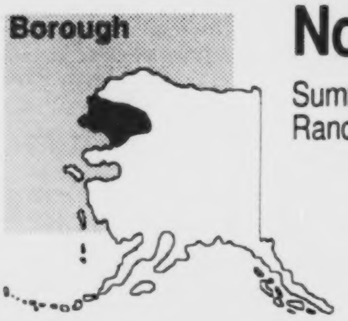
Nationally, 25% of students score in each quartile

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	271	90.3	not collected		not collected		26	9.6	192	70.8
1990-91	292	93.2	12	3.8	10	3.2	23	7.9	222	76.0
1991-92	315	92.9	0	0.0	24	7.0	22	6.4	173	51.0
1992-93	325	89.2	3	0.8	36	9.8	21	6.4	200	61.5
1993-94	368	88.5	22	5.3	26	6.3	22	6.0	141	38.3
1994-95	341	88.6	22	5.7	22	5.7	8	2.3	155	45.5


Grade 4


Grade 6


Grade 8



Northwest Arctic Borough Schools

Summary School District Report Card to the Public

Randall Swenson, Superintendent

District Characteristics

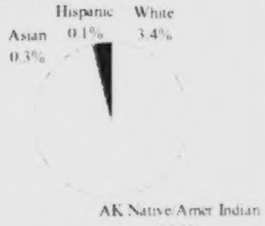
Average Daily Membership	1,873	Schools	15
High School Graduates	59	Population	6,661
Square Miles	37,296	Median Family Income	33,313
Funding Communities	11	Per Capita Income	10,040
		% Unemployment	17.8
		% Adults with H.S. Diploma	64.0

Superintendent's Highlights

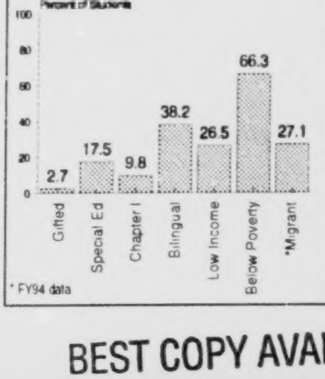
The Northwest Arctic Borough School District conintues to focus on improving academic achievement. The language arts curriculum underwent two years of revisions and was adopted in May 1995. The curriculum materials selected support the philosophy of student-centered learning. In support of the curriculum, we are continuing to expand our academic software in the computer labs at every site. The district continues to show gains in mathematics on the Iowa Test of Basic Skills. The district again was involved with key regional organizations in the study and implementation of Total Quality Management principles.

Student Population

Ethnicity



Student Characteristics



* FY94 data

District Progress Toward Goals

1994-95 GOALS	PROGRESS
■ To learn about and implement Total Quality Learning (TQL) and Total Quality Management (TQM) in the school system.	■ As a result of the district administration's participation in the Total Quality Management principles and Continuous Improvement Process, a vital team was formed. ■ These 30 members are formulating a plan to implement, and carry out TQL and TQM. ■ Along with the plan, the Vital Team has developed a questionnaire that will ask the clients of the school district how well we are serving them. We will have results in the spring of 1996.
■ Improve communication and working relationships both internally and externally for positive change in our educational system.	■ We continue to publish the Arctic Sounder agendas for board meetings, honor rolls and sports news. The reporters cover the school board meetings. Administrators, teachers, students and board members give interviews on KOTZ radio. The scanner channels on TV are used for announcements. ■ Open houses are held on a regular basis. Family math nights are regularly scheduled. We implemented Parents-as-Partners in Reading districtwide. Inupiaq Days provide students with cultural experiences. Elders volunteer and share age-old customs and traditions including singing and dancing. Potlucks celebrate togetherness.
■ Seek innovative funding sources for facilities and programs.	■ With the help of a consultant, two grants were submitted to the U. S. Department of Education in Washington, DC. One grant was not approved and the second grant is still in the running. If approved, the second grant will be administered by Maniilaq Association.

Comments on School's Performance

Students, Parents, and Community Members

Students

■ would like improved and larger gym and classroom facilities ■ more course offerings in the vocational, academic, and cultural areas ■ favorite subject is PE and would like more time allocated to it

Parents

■ the size of the building is a problem ■ concern with policies such as the district's 16-day attendance policy ■ good academic progress in language arts and healthy skills, need to support high standards

Community

■ greater communication between school and community ■ need to develop more community involvement ■ volunteerism and parental involvement have been increased

BEST COPY AVAILABLE

Parent Involvement

- Communication between home and school include: daily CB announcements, TV scanner and radio announcements, attendance information, village joint meetings, notices at post office and stores.
- Parents are supporters by participating in middle school sports, parents as partners in reading, parent calls to school, potlucks, "C" average nites, sports banquet, honor roll dinner, and pep rallies.
- Parents-as-learners include reading written material sent home on parenting tips, resources for parents to check out, and attending parent-teacher conferences.
- Parents-as-advisors include: one parent observed classes for college requirements, parent involvement workshop, advisory school board and parent advisory council.

Other Indicators of School Performance

- Districtwide attendance rate is 91.8%. Children are evaluated using a variety of techniques: brigance test for preschool, kindergarten, 1st, 2nd grades; preschool childfind battery; and kindergarten-language dominance test; and teacher designed curriculum objectives checklists. Awards include traveling trophy for highest GPA; scholarship and reading incentive programs.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent
1990-91	-4	not collected	not collected	28	4.8
1991-92	3	14.3	91.4	31	4.9
1992-93	7	19.2	91.5	41	6.3
1993-94	4	not reported	92.7	37	5.2
1994-95	4	19.8	91.8	64	9.4

Graduation Rate
This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
68.5

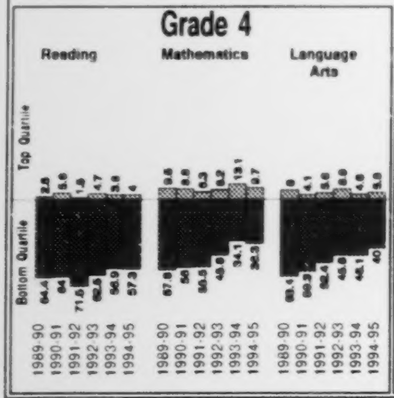
Percent of Students Promoted to the Next Grade

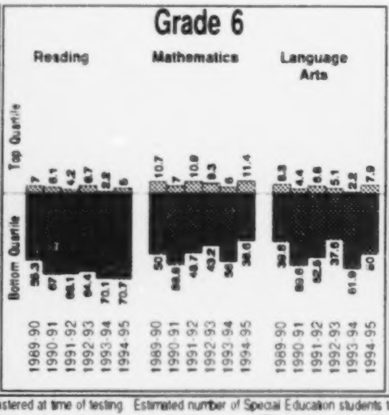
Grade	1	2	3	4	5	6	7	8
1991-92	91.7	95.1	94.6	95.3	94.6	96.9	92.9	95.7
1992-93	94.9	96.5	98.5	100.0	100.0	100.0	94.6	95.0
1993-94	93.0	99.4	96.5	99.3	99.3	98.6	96.3	95.3
1994-95	95.2	98.2	98.2	100.0	99.3	99.3	98.5	97.7

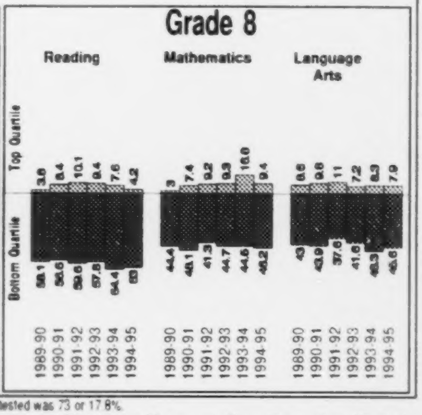
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quartile.

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	347	94.6	not collected		not collected		50	14.4	171	49.3
1990-91	328	91.1	28	7.8	4	1.2	37	11.3	270	82.3
1991-92	358	91.3	29	7.4	5	1.2	17	4.3	159	40.6
1992-93	361	89.5	16	3.9	26	6.4	30	8.3	119	32.9
1993-94	384	95.0	4	1.0	16	4.0	37	9.6	87	22.7
1994-95	383	93.6	12	2.9	14	3.4	37*	9.7*	252	65.8



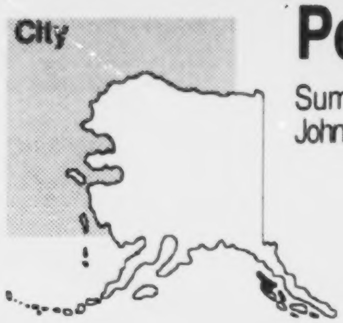




*1994-95 numbers are based on data collected from questionnaires administered at time of testing. Estimated number of Special Education students tested was 73 or 17.8%.

Pelican City Schools

Summary School District Report Card to the Public
John Anttonen, Superintendent



District Characteristics

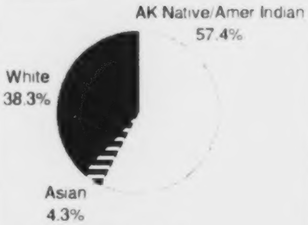
Average Daily Membersip	45	Schools	1
High School Graduates	1	Population	211
Square Miles	1	Median Family Income	38,583
Funding Communities	1	Per Capita Income	15,463
		% Unemployment	10.3
		% Adults with H.S. Diploma	83.0

Superintendent's Highlights

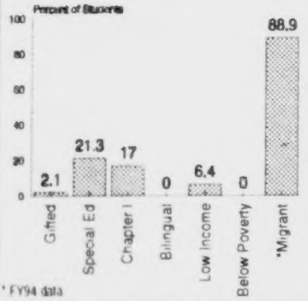
The district is extremely proud of its accomplishments this year. The staff, parents, board, community, and administration worked collaboratively to create a friendly educational environment for students and parents. We have encouraged parents to become volunteers in the school, and improved communication by sending home postcards to recognize positive student behaviors. As a result we have observed an improvement in student performance, attendance and ethics. We believe that being "parent friendly and proud of it" is creating educational excellence.

Student Population

Ethnicity



Student Characteristics



* FY94 data

District Progress Toward Goals

1994-95 GOALS	PROGRESS
▪ Maintain emphasis on reading.	▪ A checklist of reading objectives for K-8 has been developed to record student progress. The reading curriculum has been adjusted to reflect the state standards. (All staff have attended a district-wide inservice on reading, and have implemented a reading achievement award and 15 minutes of silent reading daily program).
▪ Maximize use of technological programs that will develop life and employability skills.	▪ Star schools classes are being used to enrich our computer curriculum. Exit outcomes have been developed and new computer programs and on-line services are being reviewed.
▪ Develop and implement POSITIVE communication strategies between board, administration, staff, parents, students, and community.	▪ A monthly newspaper has been implemented which includes school board activities. Parents are contacted or sent postcards telling of positive things their child did in the classroom. Several community/school activities have been added to the school calendar.
▪ Implement discipline plan with emphasis on consistency and positive reinforcement for desirable behavior.	▪ We are continuing to emphasize positive reinforcement incentives for desired behavior, and to have monthly assemblies to honor good behavior, attendance, and academic excellence.
▪ Increase emphasis on math, science, and written communications.	▪ Our math curriculum has been aligned with state standards and each student's math skills have been reviewed to provide a more individualized program. One teacher attended the National Science Conference.
▪ Implement programs that will increase student's self esteem and further develop respect for themselves and others.	▪ Greater support has been provided for student council activities and grants are being written to provide further support. We are currently participating in a teacher exchange with Japan.

Comments on School's Performance

Students, Parents, and Community Members

Students

▪ given recognition for outstanding achievement ▪ satisfied with the variety of classes offered ▪ feel they are learning what is being taught

Parents

▪ enjoy open house and fund raising activities ▪ receive school information through the school newsletter ▪ help my child learn through homework assignments and written materials provided by the school

Community

▪ are kept well informed about the school's programs ▪ facilities are well maintained and adequate to support the instructional program ▪ members of the community are welcome to visit the classroom and can easily contact a school administrator

Parent Involvement

- Communication between home and school includes newsletters.
- Parents support the schools by organizing computer and library night, participating in in-service and workshop activities, and attending special school functions, i.e., sports, open houses, parent-teacher conferences, potlucks, and school/home learning activities.
- Parents are teachers in the schools by participating in volunteer programs and cultural heritage learning activities.
- Parents are advisors on board meetings and parent committees.

Other Indicators of School Performance

- Pelican City Schools evaluate student performance on the basis of these criteria: improved attendance rate, increased student time "on-task," reduced student misbehavior referrals, increased pride in school, buildings and equipment, number of positive postcards sent home to parents, number of students enjoying silent reading, and reading achievement awards.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent
1990-91	-2	not collected	not collected	1	7.1
1991-92	-5	14.8	90.6	1	8.3
1992-93	2	6.1	90.6	0	0.0
1993-94	-4	17.6	91.3	0	0.0
1994-95	0	38.5	90.5	1	6.3

Graduation Rate
This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
0.0

Percent of Students Promoted to the Next Grade

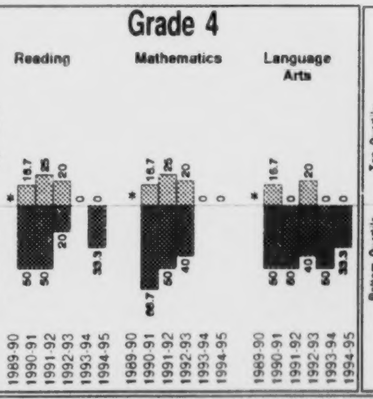
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	*	100.0	100.0
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	*	100.0
1993-94	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*
1994-95	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

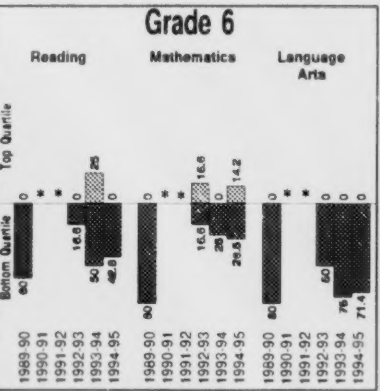
* No students enrolled in this grade.

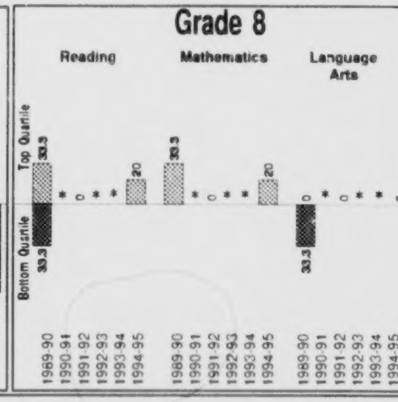
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quartile

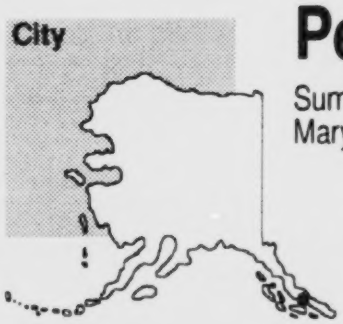
	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	9	69.2	not collected		not collected		1	11.1	1	11.1
1990-91	9	90.0	1	10.0	0	0.0	2	22.2	0	0.0
1991-92	7	87.5	0	0.0	1	12.5	0	0.0	0	0.0
1992-93	13	76.4	0	0.0	4	23.5	1	7.6	0	0.0
1993-94	6	66.7	3	33.3	0	0.0	0	0.0	0	0.0
1994-95	15	88.2	2	11.8	0	0.0	4	26.7	2	13.3







*Results are not reported when fewer than three students are tested in a grade



Petersburg City Schools

Summary School District Report Card to the Public
Mary Francis, Superintendent

District Characteristics

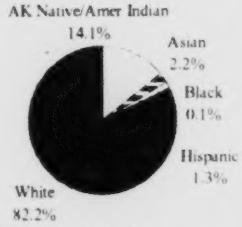
Average Daily Membership	759	Schools	3
High School Graduates	47	Population	3,295
Square Miles	2	Median Family Income	49,083
Funding Communities	1	Per Capita Income	19,012
		% Unemployment	8.9
		% Adults with H.S. Diploma	83.0

Superintendent's Highlights

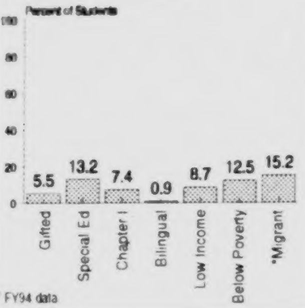
Districtwide focus on the needs of at-risk students was accomplished through staff development training and the allocation of resources for assistance programs. A new board goal of heightened literacy development will generate discussion and planning during the 1995-96 school year.

Student Population

Ethnicity



Student Characteristics



* FY94 data

District Progress Toward Goals

1994-95 GOALS	PROGRESS
■ Establish high educational expectations for all students.	■ Continuation of review of graduation requirements; development of school-to-work projects; curriculum integration is expected, and improved student performance.
■ Improve two-way communications between the board, staff, students, and community.	■ Increased media coverage; new teacher welcome reception; worked on teacher/administration recognition program; and student/board relations increased.
■ Identify the needs of at-risk students and develop an appropriate program untilizing district and community resources.	■ Continued to fund PARENTS (Parents, Agencies, Resources, Educators Networking Training System) project; instituted kindergarten call-back program; networked with other agencies through monthly meetings; and big Brothers/Big Sisters program.
■ Develop and implement a program that assures all students will reach their highest literacy potential.	■ Formed committee to work on strategies for accomplishing the goal: Committee met with school board, identified existing conditions and desired state, action plan activities have been initiated.

Comments on School's Performance

Students, Parents, and Community Members

Students
■ most of the students rated their education average to high ■ all three grade levels rated staff, class offerings, activities, and surroundings very high ■ would like to see better and more teachers and electives at the high school ■ would like to see better teachers and more activities at the middle school ■ would like to see more active time and playground equipment at the elementary school

Parents and Community
■ majority of respondents rated the elementary school as above average to excellent with positive atmosphere and outstanding staff ■ respondents rated middle school as average to above average, teachers were praised for their enthusiasm ■ respondents rated high school programs as average to above average; new discipline programs and excellent teachers were applauded

Parent Involvement

- Communication between home and school includes PARENTS project, mid-quarter grades, yearbook, and class activities sent home
- Parents-as-supporters include attendance at sports, concerts, plays, activity nights, operation graduation, and New Year's Eve party
- Parents-as-learners include attendance at parenting classes, university classes, 6/8 grade orientations, career counseling, sex education workshops, 9th grade night, and parent-teacher conferences
- Parents-as-teachers include class helpers, field day, activity night, chaperones, and parent speakers.
- Parents-as-advisors include participation on curriculum committees, Parent Teacher Student Association, and district committees involving curriculum, textbook, discipline, activities, and hiring.

Other Indicators of School Performance

- District-sponsored programs that support student performance include: Battle of the Books, Alaska spelling bee and geography bees, 29 students traveled to Washington DC for Close-up program.
- Students are recognized for achievement through quarterly assemblies.
- Drug and alcohol prevention is taught through the Here's Looking At You 2000 program and the Drug Abuse Resistance Education (DARE) program.
- There are strong attendance crowds at the computer lab program.
- Eighth grade students produced radio show on KFSK.
- Job shadowing program permitted 18 students to explore career possiblities.
- Petersburg High School aquaculture program released 40,000 salmon fry.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	-1	not collected	not collected	2	0.7	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
1991-92	3	8.2	93.7	7	2.5	
1992-93	1	11.0	93.1	7	2.4	
1993-94	1	8.8	94.8	3	1.0	
1994-95	7	11.5	94.6	7	2.2	91.5

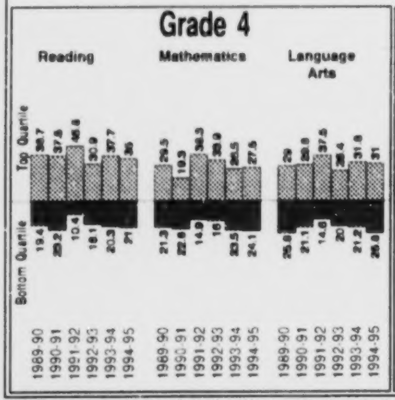
Percent of Students Promoted to the Next Grade

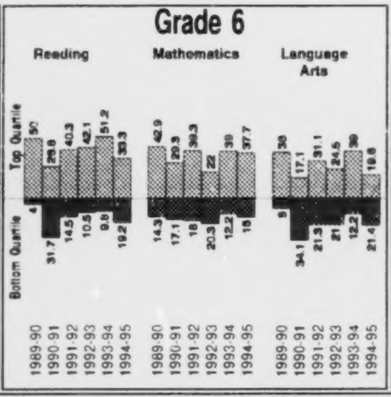
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1992-93	95.7	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1993-94	98.3	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1994-95	97.1	100.0	100.0	100.0	100.0	100.0	100.0	100.0

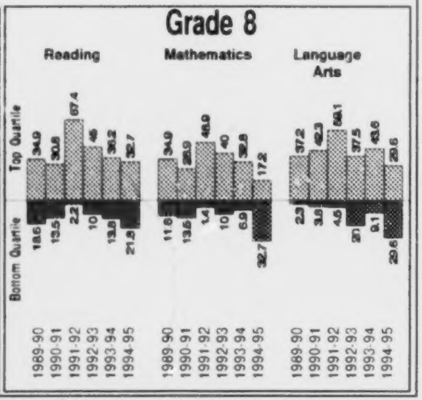
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quartile

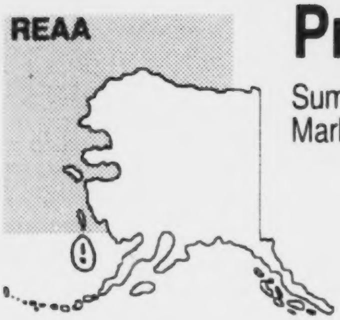
	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	156	98.1	not collected		not collected		17	10.9	4	2.6
1990-91	150	98.6	1	0.7	1	0.7	15	10.0	1	0.7
1991-92	156	98.7	1	0.6	1	0.6	11	6.9	0	0.0
1992-93	155	95.6	7	4.3	0	0.0	15	9.6	1	0.6
1993-94	170	97.7	3	1.7	1	0.6	6	3.5	1	0.6
1994-95	173	98.9	2	1.1	0	0.0	8*	4.6*	0	0.0







*1994-95 numbers are based on data collected from questionnaires administered at time of testing. Estimated number of Special Education students tested was 19 or 11%.



Pribilof Schools

Summary School Report Card to the Public
Mark Shellinger, Superintendent

District Characteristics

Average Daily Membership	182	Schools	3
High School Graduates	7	Population	912
Square Miles	7,182	Median Family Income	35,187
Funding Communities	2	Per Capita Income	15,035
		% Unemployment	1.6
		% Adults with H.S. Diploma	62.0

Superintendent's Highlights

The 1994-95 school year saw steady improvement in school programs, growth in student enrollment, and expansion of the high school program.

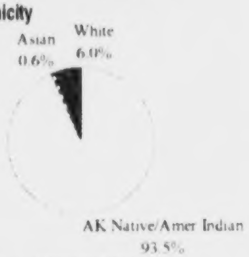
The district moved foward in the completion of its Technological Plan. The plan was the result of all the facets of the community working together to create a road map to guide the district in the best use of technology.

Parent involvement continued to increase during the 1994-95 school year; the board has set a goal of establishing Parent Teacher Association units at all school sites next year. The strong support of both communities encourages the staff and students to continue making the schools the best they can be.

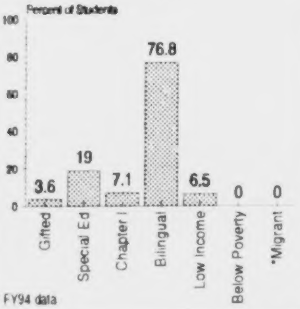
The board and superintendent are proud of these accomplishements.

Student Population

Ethnicity



Student Characteristics



* FY94 data

District Progress Toward Goals

1994-95 GOALS	PROGRESS
High School Program - develop plans for a group/boarding home program; expand course descriptions, as well as increase accessibility to computers; and explore disciplinary option/program.	These goals were met. The high school program continues to grow in terms of enrollment, course offerings and extra-curricular opportunities.
Improve Instruction - implement a technology plan; strengthen reading and phonics curriculum; integrate Aleut culture into core curriculum; support staff development through state consortiums; maintain artists in schools program; and orient staff and students to new library system.	Highlight was the implementation of the district's technology plan. In addition, all other goals were met.
Parental/Guardian Involvement - explore Parent-Teacher Associations for two schools; support parent education, decision making and involvement in school activities; evaluate community use of facilities; and invite elders to participate in school activities.	All goals were met. The highlight was the quality, district-sponsored training. Parent-Teacher Association development will prove successful for future meetings.
Staff - explore possible in-district teacher exchanges; continue to solicit staff input for training; and explore benefit options for classified personnel.	All goals were met. Classified staff will be receiving full health benefits. All threee goal areas were met. The district expanded full health insurance benefits to its classified staff.
School Board - increase school board involvement in school events and provide members training.	Both goals were met. Staff invite and encourage board members' involvment in the schools on a regular basis.

Comments on School's Performance

Students, Parents, and Community Members

Students

- like teachers
- like the high school sports/teams
- like having visiting artists

Parents

- like teachers
- like all the school activities
- want to be more involved in Parent Teacher Association and training

Community

- pleased with test score improvements
- like the work the district is doing on technology planning
- need to improve building lighting and heat

Parent Involvement

- Communication between home and school includes: newsletters, teacher-generated letters, student newspaper, telephone calls made by teachers to parents, and home visits by teachers.
- Parents-as-supporters include attendance at: open houses, student performances, award assemblies, and special school functions
- Parents-as-learners include parent education workshop, informational workshop, written material sent home on parenting tips, resources for parents to check out, and parent-teacher conferences
- Parents-as-advisors include formed first parent group in 1994-95.

Other Indicators of School Performance

Information not reported.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	-4	not collected	not collected	2	5.4	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
1991-92	7	5.7	94.4	0	0.0	
1992-93	4	3.4	94.1	1	2.5	
1993-94	6	3.6	95.2	0	0.0	
1994-95	8	3.2	95.2	0	0.0	n/a*

Percent of Students Promoted to the Next Grade

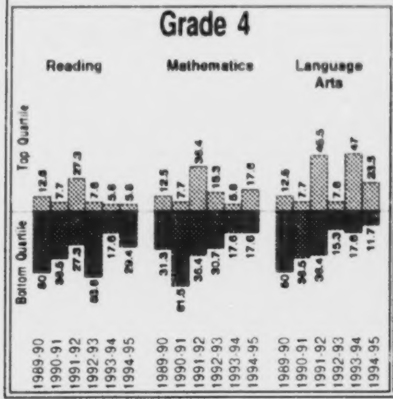
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	91.7
1992-93	100.0	88.9	96.0	100.0	100.0	100.0	100.0	100.0
1993-94	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1994-95	100.0	84.6	100.0	100.0	100.0	100.0	100.0	100.0

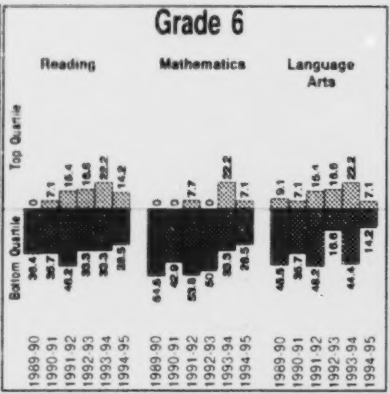
* no high school program started until 1992-93

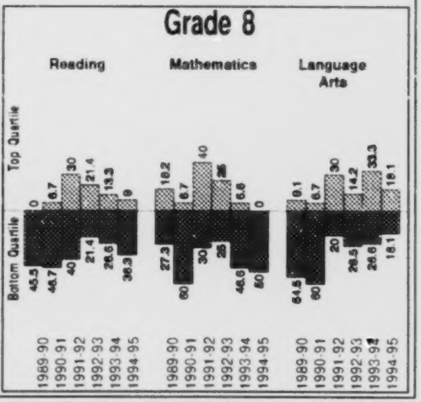
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

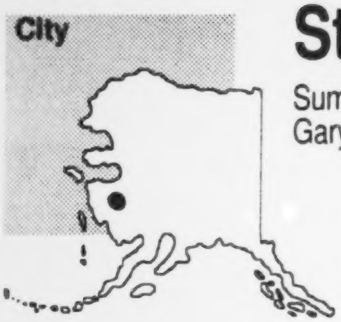
Nationally, 25% of students score in each quartile

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	38	100.0	not collected		not collected		8	21.1	0	0.0
1990-91	42	100.0	0	0.0	0	0.0	9	21.4	37	88.1
1991-92	34	89.4	3	7.8	1	2.6	3	7.8	32	84.2
1992-93	33	78.5	5	11.9	4	9.5	1	3.0	0	0.0
1993-94	41	85.4	0	0.0	7	14.6	2	4.9	7	17.1
1994-95	42	89.4	4	8.5	1	2.1	0	0.0	7	16.7









St. Mary's Schools

Summary of School District Report Card to the Public

Gary Greseth, Superintendent

District Characteristics

Average Daily Membership	109	Schools	2
High School Graduates	2	Population	475
Square Miles	52	Median Family Income	20,586
Funding Communities	1	Per Capita Income	6,519
		% Unemployment	11.1
		% Adults with H.S. Diploma	70.0

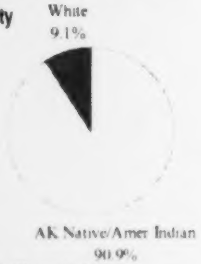
Superintendent's Highlights

The accomplishments of the St. Mary's District are numerous. The most impressive is the people's committment to the educational process. I believe we have the finest staff possible.

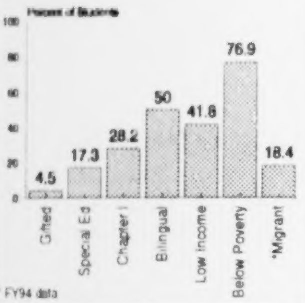
We are moving toward advanced educational technology in the Internet, World Wide Web, and E-mail. Computer technology will be used to help teach most of the courses being offered. We are experiencing success in the use of Total Physical Resources - Yup'ik version. We remain open to suggestions and advice on ways to improve the educational system.

Student Population

Ethnicity



Student Characteristics



* FY94 data

District Progress Toward Goals

1994-95 GOALS	PROGRESS
▪ More emphasis on job and vocational education training.	▪ Local businesses are working closely with us to implement a school-to-work transition program.
▪ Parents and students will become motivated to place a high emphasis on education. Higher student achievement will be the result.	▪ Scholastic Achievement Test test scores are higher.
▪ Reading achievement will be increased at all grade levels.	▪ Test scores reflect small gains.
▪ Increase drug and alcohol training.	▪ Intervention with four students and two employees.
▪ Reduce the number of students achieving below the 25th percentile on the Iowa Test of Basic Skills.	▪ Test scores indicate some gains.
▪ Increase student and parent communications and involvement.	▪ Public hearing with parents, staff, and community to decide direction of the board and operation of school.
▪ Increase our knowledge of technology advances in education.	▪ We have a new Gateway computer, printer, and scanner and it allows us access to the Internet. We are using the new Gateway computer in the Special Education department to teach reading, language arts, and math.
▪ Counseling services.	▪ We have one period a day available to our students for assistance with postsecondary education. We have three teachers who are assisting students.
▪ Eskimo dances.	▪ Andrew Paukan is assisting with school and after-school activites.
▪ Establish a computer lab in the elementary school and power Macintosh computers in all classrooms.	▪ We are looking at using Power Macintosh computers with the early language connection bundle and the elementary library bundle.

Comments on School's Performance

Students, Parents, and Community Members

Students

▪ would like a full-time counselor ▪ recommend a wider variety of classes ▪ interested in learning problem-solving skills

Parents

▪ the district needs a counselor ▪ would like to see more activities offered ▪ in favor of quality support services

Community

▪ would like to have Eskimo dances and science fairs ▪ would like the district to hire a counselor
▪ need to reduce class size in K-2 grades

Parent Involvement

- Communication between home and school includes: teacher-generated letters, student newspaper, telephone calls made by teachers to parents, and home visits by teachers.
- Parents support the schools by assisting in school functions such as chaperoning dances and game nights.
- Parents-as-learners include attendance at informational workshops, parent-teacher conferences, and reading written material sent home on parenting tips.
- Parents-as-teachers through volunteer programs such as teacher aides and home-school coordinators.
- Parents as advisors by serving on committees such as the native education committee, curriculum and policy committee, and negotiations committee.

Other Indicators of School Performance

- 37% of the students were on the honor roll at least one quarter during the year.
- 100% of the 1995 graduates are currently employed.
- District-sponsored programs that support student performance include: Close-up and spelling bee.
- Students are evaluated through use of writing assessments and Scholastic Assessment Tests.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	4	not collected	not collected	0	0.0	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
1991-92	-9	4.4	94.4	0	0.0	
1992-93	-7	4.7	91.9	1	2.6	
1993-94	-3	12.9	92.0	4	11.4	
1994-95	15	12.9	92.6	1	3.0	100.0

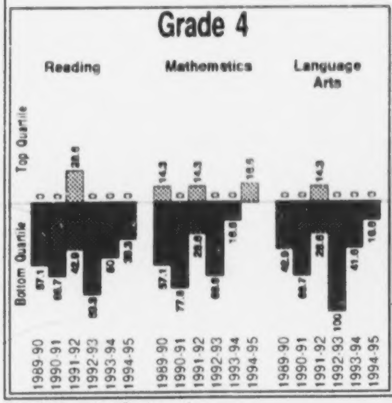
Percent of Students Promoted to the Next Grade

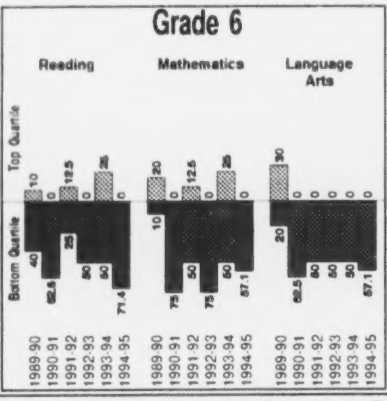
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	90.9
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1993-94	100.0	100.0	100.0	100.0	100.0	100.0	87.5	87.5
1994-95	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

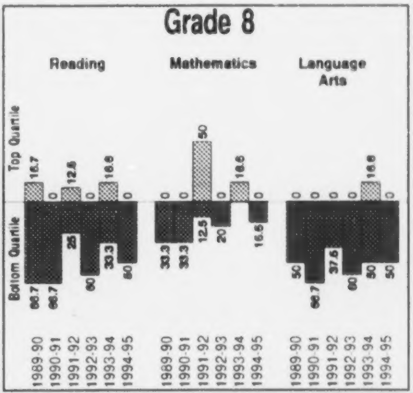
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

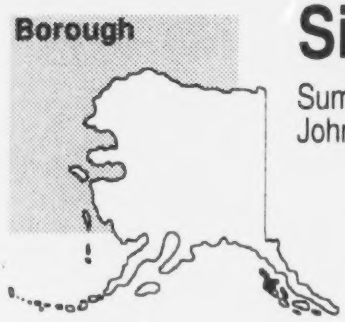
Nationally, 25% of students score in each quartile

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	23	85.2	not collected		not collected		0	0.0	0	0.0
1990-91	23	95.8	1	4.2	0	0.0	1	4.3	3	13.0
1991-92	23	92.0	2	8.0	0	0.0	1	4.0	23	92.0
1992-93	19	90.4	1	4.7	1	4.7	0	0.0	8	42.1
1993-94	22	81.5	5	18.5	0	0.0	6	27.3	20	90.9
1994-95	19	86.4	3	13.6	0	0.0	2	10.5	0	0.0









Sitka Borough Schools

Summary School District Report Card to the Public
John Holst, Superintendent

District Characteristics

Average Daily Membership	1,839	Schools	8
High School Graduates	90	Population	9,031
Square Miles	7,927	Median Family Income	43,397
Funding Communities	3	Per Capita Income	16,962
		% Unemployment	5.8
		% Adults with H.S. Diploma	87.0

Superintendent's Highlights

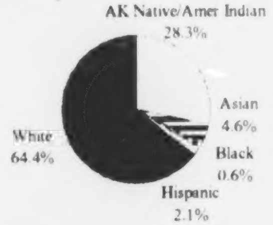
The district's strategic plan received full focus during the 1994-95 school year. Progress was made in all seven strategies. Substantial progress was made in many strategy areas.

The key concept is that the district does have a plan for the improvement of services for the citizens and students of Sitka. The Sitka School Board is committed to receiving input from the community in the development and implementation of the plan.

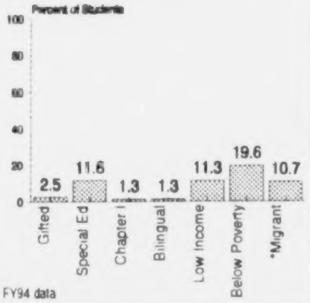
The board is committed to open communication and to making its budget decisions based on the best interest of Sitka's students.

Student Population

Ethnicity



Student Characteristics



* FY94 data

District Progress Toward Goals

1994-95 GOALS	PROGRESS
■ Put into effect a consistent and manageable system of staff accountability and performance standards.	■ Job descriptions for classified staff are near completion. Development of the evaluation tools will follow.
■ Incorporate all available community partnerships to allow our students to achieve maximum personal success particularly in the world of work.	■ The Sitka Education Consortium (University of Alaska Southeast, Sheldon Jackson College, Mt. Edgecumbe High School & Sitka School District) continues to develop course offerings in Public Saftey, Child Development, and Rural Sanitation.
■ Develop and implement a plan for student technology throughout the curriculum at all grade levels.	■ Each classroom now has at least one computer with networks completed in 3 of 4 buildings. The 4th will be completed and a Wide Area Network (WAN) is plannned.
■ Implement programs that assure equal access for students with social, emotional, and health needs.	■ The district will increase the number of counselors from one in 1993-94 to four in 1995-96, a major four-year goal attained in two years.
■ Analyze our present system and attitudes; identify conditions that allow students to dropout.	■ Native graduates at Sitka High School increased from 7 in 1994 to 23 in 1995. New curricular programs have been added to create a link between students and school.
■ Develop student assessment strategies to monitor each student's progress toward established standards of performance.	■ K-12 rubrics to measure performance in writing and oral presentations are now is use. A diagnostic reading test was given to all students K-12.
■ Develop a comprehensive communication plan that will enable the students, parents, community, and staff to share information about the needs and performance of students.	■ Recent surveys indicate wide spread support of districts initiatives from parents and students, but effective communication with community members remains a major challenge.

Comments on School's Performance

Students, Parents, and Community Members

Students

■ teachers are great ■ like the variety of activities for students ■ lunch menu needs improvement

Parents

■ appreciate the dedication of the teachers and staff ■ would like to see better funding ■ communication between buildings needs to improve

Community

■ quality teachers in the school system ■ district needs to review curriculum, more basics need to be taught ■ district must maximize its funding to allow for better student performance

Parent Involvement

- Communication between home and school includes school newsletters, teacher-generated letters and phone calls to home, and parent surveys.
- Parents-as-supporters include attendance at parent orientation and open houses, student performances and demonstrations: music, computers, plays; and special school functions: high school TV telecast, family math night, computer night, renaissance week.
- Parents-as-advisors include parent advisory committees and strategic planning action committees.
- Parents-as-learners include parenting workshops, early support coordinator and resources for parents, and parent-teacher conferences.
- Parents-as-teachers include parents volunteering in classrooms.

Other Indicators of School Performance

- Students are evaluated by use of K-12 oral communication rubric and standards, K-12 writing rubric and standards, and senior projects.
- District-sponsored programs that support student performance include Battle of the Books, Close-up, spelling bee, and geography bee.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	3	not collected	not collected	31	4.4	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995. 52.6
1991-92	4	not reported	94.2	12	1.6	
1992-93	4	11.4	93.9	25	3.1	
1993-94	1	11.1	93.8	21	2.5	
1994-95	-2	7.9	92.0	15	1.8	

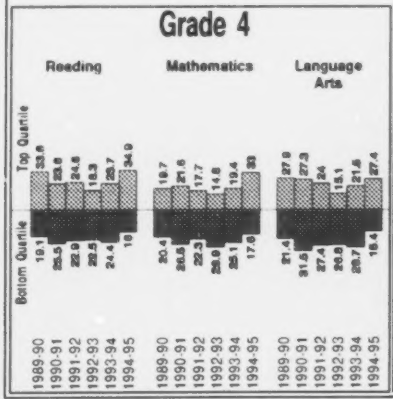
Percent of Students Promoted to the Next Grade

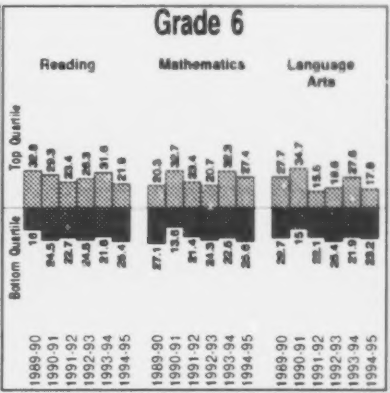
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1992-93	100.0	100.0	100.0	100.0	100.0	99.4	100.0	100.0
1993-94	100.0	100.0	100.0	100.0	99.2	100.0	100.0	100.0
1994-95	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

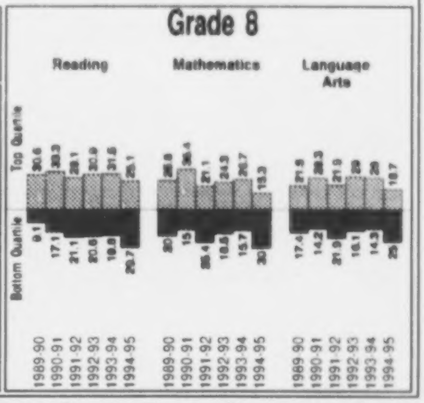
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

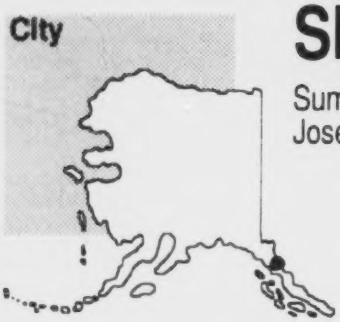
Nationally, 25% of students score in each quartile

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	397	98.3	not collected		not collected		24	6.0	41	10.3
1990-91	439	94.6	13	2.8	12	2.6	11	2.5	1	0.2
1991-92	443	99.3	3	0.6	0	0.0	23	5.1	5	1.1
1992-93	444	98.6	0	0.0	6	1.3	16	3.6	6	1.3
1993-94	427	92.2	31	6.7	5	1.1	31	7.3	4	0.9
1994-95	388	92.2	33	7.8	0	0.0	36	9.3	0	0.0









Skagway City Schools

Summary School District Report Card to the Public
Joseph Beckford, Superintendent

District Characteristics

Average Daily Membership	127
High School Graduates	10
Square Miles	11
Funding Communities	1
Schools	1
Population	818
Median Family Income	38,583
Per Capita Income	15,463
% Unemployment	10.3
% Adults with H.S. Diploma	90.0

Superintendent's Highlights

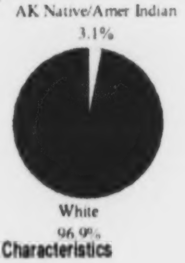
Skagway City School continued efforts toward improving its programs through the goals set by the board for the 1994-95 school year. Two of the goals: 1) continuing to develop a technology program which will meet the needs of students; and 2) providing support for early childhood education (so that every student enters school ready to learn) are evident in the school's programming. The district has technologically related applications classes at the middle and secondary levels; and the school provides facilities and administrative support for the pre-school program.

District Progress Toward Goals

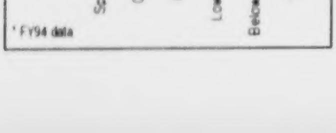
1994-95 GOALS	PROGRESS
■ Continue to strengthen the academic standards and board expectations for the Skagway City School District and communicate them to students, staff, and community.	■ Goal in progress.
■ Develop a Child Education Plan for every student entering high school.	■ Staff meets with every student entering high school and his/her parent(s) to develop a course of study for the student.
■ Continue to develop a technology program that will meet the needs of the Skagway City School District.	■ A plan was developed to give every student a twelve week segment of instruction with the technology teacher.
■ Encourage family involvement in support of the mission of the Skagway City School District.	■ Staff and administration are working with interested parents to establish an active Parent Teacher Association.
■ Provide early childhood education so that every child enters school ready to learn.	■ The pre-school is housed in the school, and the pre-school teacher works with the administrator to meet the needs of these children.

Student Population

Ethnicity



Student Characteristics



* FY94 data

Comments on School's Performance

Students, Parents, and Community Members

Students

■ 96 percent of students reported that homework was important ■ 95 percent of students reported that they behaved well at school ■ 92 percent of students reported that they read at home

Parents

■ parent conferences were reported as the most important form of communication ■ 95 percent of parents reported their child(ren) get a good education at Skagway City School ■ 93 percent of parents support small class size as a priority during a period of budgetary cutbacks

Parent Involvement

- Communication between home and school includes: newsletters, teacher-generated letters, telephone calls made by teachers to parents, mid-quarter reports, and handbook.
- Parents-as-supporters include attendance at open house, parent orientation, and student performances.
- Parents-as-learners include written material sent home on parenting tips, parent-teacher conferences, and school-home learning activities.
- Parents-as-teachers include volunteer programs.
- Parents-as-advisors include participation in Parent/Teacher Association.

Other Indicators of School Performance

- District-sponsored programs that support student performance include: Rural Student Vocational Program, Close-up, and spelling bee.
- Students are evaluated through tests such as the Iowa Test of Basic Skills.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent
1990-91	-0.3	not collected	not collected	2	3.1
1991-92	0	15.5	91.1	1	1.5
1992-93	6	19.5	93.8	0	0.0
1993-94	-7	20.5	93.8	1	1.3
1994-95	-11	20.1	92.1	1	1.5

Graduation Rate
This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
100.0

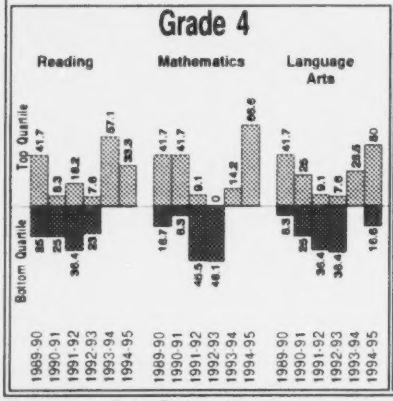
Percent of Students Promoted to the Next Grade

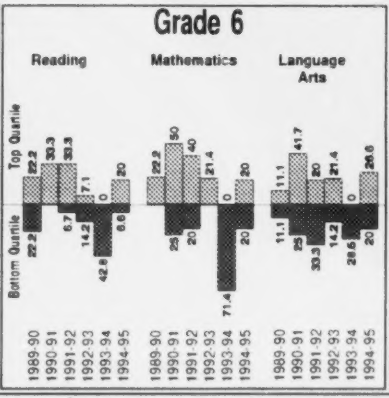
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	91.7
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1993-94	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1994-95	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

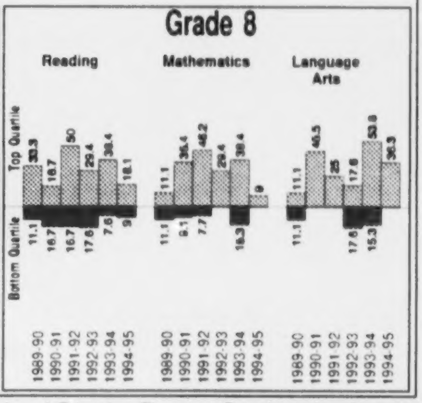
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

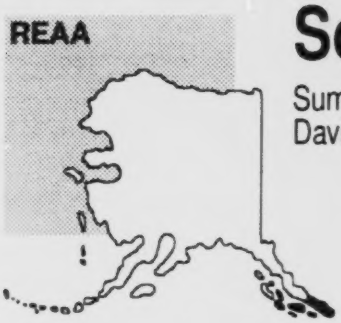
Nationally, 25% of students score in each quartile

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	30	90.9	not collected		not collected		1	3.0	0	0.0
1990-91	36	100.0	0	0.0	0	0.0	0	0.0	0	0.0
1991-92	39	100.0	0	0.0	0	0.0	7	17.9	0	0.0
1992-93	44	97.7	1	2.2	0	0.0	1	2.2	0	0.0
1993-94	27	100.0	0	0.0	0	0.0	2	7.4	0	0.0
1994-95	32	94.1	1	2.9	1	2.9	0	0.0	0	0.0









Southeast Island Schools

Summary of School District Report Card to the Public
David Dossett, Superintendent

District Characteristics

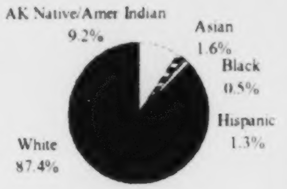
Average Daily Membership	382
High School Graduates	19
Square Miles	18,856
Funding Communities	12
Schools	18
Population	2,744
Median Family Income	39,495
Per Capita Income	15,510
% Unemployment	10.6
% Adults with H.S. Diploma	77.0

Superintendent's Highlights

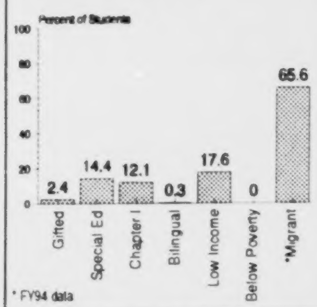
Southeast Island School District continues its commitment to proactive, long-range goal setting to improve the educational opportunities for students. These aspects will include budgeting, staff development, evaluation, parent involvement, methods of communication, curriculum refinement, and use of technology. With long-range budget strategies in place, the district can now focus on reallocation of resources to redefine and strengthen educational opportunities for students in line with district goals.

Student Population

Ethnicity



Student Characteristics



* FY94 data

District Progress Toward Goals

1994-95 GOALS	PROGRESS
■ Develop a system for long-range planning.	■ Reviewed national models. ■ Established local process, setting six long-term goals to be implemented with staff and community participation.
■ Develop fiscally sound budgeting practices which support long-term goals.	■ Reallocated the budget, establishing funds for equipment replacement, self-insurance, and school moves. ■ Reallocated funds to support staff development and improved technology.

Comments on School's Performance

Students, Parents, and Community Members

Students

■ need more information about special programs such as Migrant Ed, Chapter 1, and Special Ed.
■ school-sponsored activities are an important part of education ■ the school provides a good learning environment

Parents

■ feel they had an opportunity to be involved with their child's education ■ more counseling time is needed, especially vocational counseling ■ schools provide a good learning environment

Community

■ school does a good job of helping students understand ethical and moral responsibilities
■ community members are adequately informed about their school ■ schools are well maintained

Parent Involvement

- As evidenced through the individual school reports, parents were very actively involved in Southeast Island Schools during the past year. All schools had an active Advisory School Council. Most schools conducted regular parent conferences and sent out parent newsletters to keep parents informed during the school year. Numerous parents volunteered throughout the year in a variety of activities, including assisting with special events such as Reading Is Fundamental, Battle of the Books, school programs, athletic events, school parties, fund raisers, field trips, and classroom presentations. Several schools had active volunteer programs to assist with instruction during the school day.

Other Indicators of School Performance

- District-sponsored programs that support student performance include Battle of the Books, Rural Student Vocational Program, and Close-up.
- The district also evaluates student performance through the following methods: improved counseling and health education services, and expanded opportunities for use of technology.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	-6	not collected	not collected	9	3.9	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
1991-92	-20	37.8	92.9	3	1.6	
1992-93	1	38.1	91.6	3	1.7	
1993-94	-1	32.7	92.9	0	0.0	
1994-95	-8	29.7	93.1	3	1.9	100.0

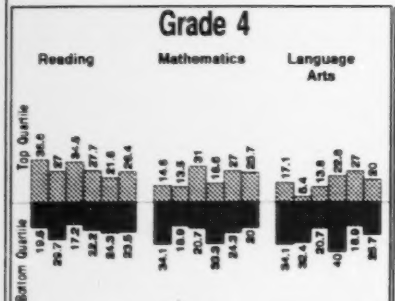
Percent of Students Promoted to the Next Grade

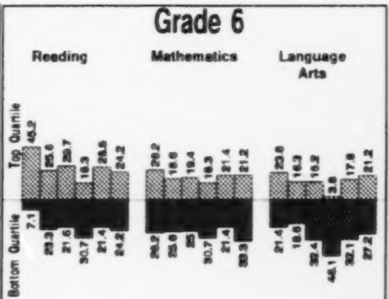
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	97.4	97.4
1992-93	100.0	100.0	100.0	97.4	100.0	100.0	97.4	100.0
1993-94	97.3	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1994-95	100.0	100.0	100.0	100.0	100.0	96.8	97.1	100.0

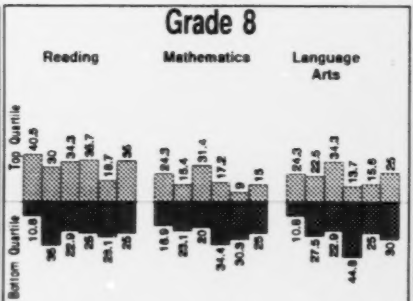
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

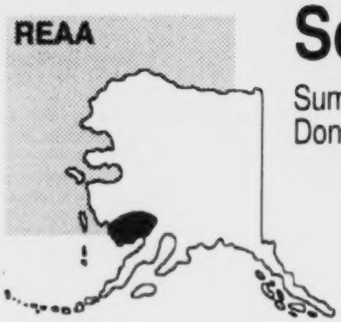
Nationally, 25% of students score in each quartile

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	120	88.2	not collected		not collected		11	9.2	1	0.8
1990-91	120	84.5	22	15.5	0	0.0	10	8.3	0	0.0
1991-92	101	100.0	0	0.0	0	0.0	13	12.9	0	0.0
1992-93	92	95.8	3	3.1	1	1.0	5	5.4	0	0.0
1993-94	98	86.0	15	13.2	1	0.9	13	13.3	0	0.0
1994-95	88	96.7	3	3.3	0	0.0	4	4.5	0	0.0









Southwest Region Schools

Summary School District Report Card to the Public
Don Evans, Superintendent

District Characteristics

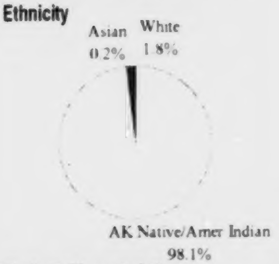
Average Daily Membership	568
High School Graduates	22
Square Miles	21,996
Funding Communities	8
Schools	8
Population	2,127
Median Family Income	28,779
Per Capita Income	12,782
% Unemployment	8.4
% Adults with H.S. Diploma	55.0

Superintendent's Highlights

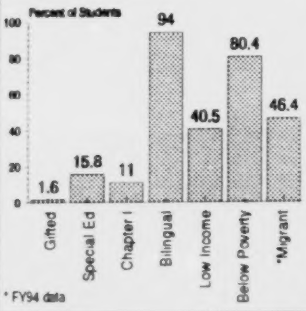
The 1994-95 school year marked the second year of Southwest Region School District's full implementation of the K-8 competency-based curriculum. This program focuses on basic skills mastery in language arts and mathematics. In fiscal year 1993, we revised and refined the program and began a series of off-level tests. The goal was to develop individualized programs of study. Fiscal year 1994 expanded the range and scope of the program to include the high school students, and the process of writing competencies for our science curriculum. The 1994-95 school year saw the initiation of high school program improvement efforts.

Student Population

Ethnicity



Student Characteristics



* FY94 data

District Progress Toward Goals

1994-95 GOALS	PROGRESS
■ 100% of kindergarten students will master at least 80% of the Bank O, language arts, and mathematics competencies.	■ District data indicates that: 80% of kindergarten students mastered 80% of Bank O math competencies, this is an improvement from 50% who recieved mastery in 1993-94; 63% of kindergarten students mastered 80% of language arts competencies, this is an improvment from 38% of the students who reached mastery in 1993-94.
■ 100% of first grade students will master 100% of the Bank O, language arts and mathematics competencies and 80% of the Bank 1, language arts and mathematics competencies.	■ 81% of first graders mastered 100% of the Bank O math competencies; 65% of the first graders mastered 100% of Bank O, language arts competencies; 71% of the first graders mastered 80% of Bank 1 competencies; 58% of first graders mastered 80% of Bank 1 language arts competencies.
■ Continue the inclusion of all high school students in the competency program.	■ 100% of high school staff have received training in utilization of the district's compentency-based education program. ■ Portfolio development has begun for all high school students that will include "Career Planning" for postsecondary usage.
■ Complete the process of developing a K-12 competency-based curriculum.	■ Science curriculum Ad Hoc Committee decided on K-12 content strands. Materials to support instruction were selected. Staff training in use of materials has occurred. Integration of science with language arts and math competencies is a continuing process.
■ Initiate improvement efforts at the high school level.	■ A new delivery model for our high school was piloted in 3 of our 4 high schools. ■ 71% of graduates of the class of 1995 attempted postsecondary endeavors as compared to 8% for the class of 1993.

Comments on School's Performance

Students, Parents, and Community Members

Students

- new high school model offered opportunity to be taught by teachers in their specialized fields
- need to continue classes in computers using Excel, Word, and Computer Assisted Drawing
- enjoyed intensive weeks learning CPR, small engine repair, pottery, gun safety, and critical thinking skills

Parents

■ we are hiring teachers certified in the subjects they are teaching ■ I'm glad my child can learn in Yup'ik ■ the schools are well maintained and clean

Community

■ schools are getting better ■ offer a Native Cultural program for students ■ the high school is better with traveling teachers

Parent Involvement

- parents experience a high level of home-school communications through telephone calls and home visits by teachers as well as teacher-generated letters.
- parents support the schools by attending student performances, award assemblies, and special school functions.
- parents continue to learn by attending informational workshops and parent-teacher conferences.
- parents act as advisors, decision makers, and advocates through their participation in advisory groups and district committees.

Other Indicators of School Performance

- 77% of 1995 graduates attempted postsecondary education endeavors.
- a 1994-95 survey indicated that 100% of students listed education as having the highest value.
- criterion reference testing showed an increase from 50% in 1993-94 to 80% in 1994-95 for kindergarteners mastering mathematics competencies, and an increase from 38% in 1993-94 to 63% in 1994-95 for kindergarteners mastering language arts competencies.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent
1990-91	2	not collected	not collected	6	3.9
1991-92	7	11.5	93.9	2	1.3
1992-93	1	13.1	94.6	9	5.4
1993-94	16	14.9	94.9	4	2.2
1994-95	3	14.0	90.2	3	1.7

Graduation Rate
This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
86.4

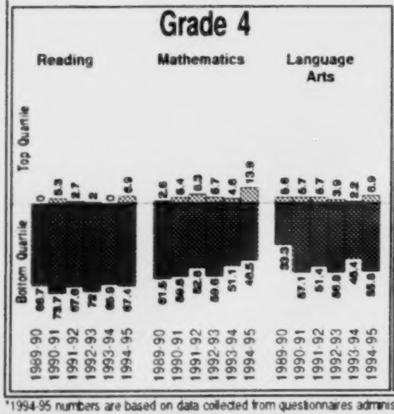
Percent of Students Promoted to the Next Grade

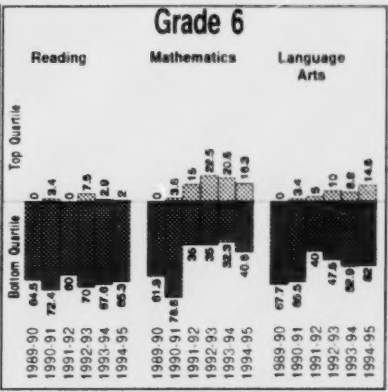
Grade	1	2	3	4	5	6	7	8
1991-92	97.9	100.0	100.0	100.0	100.0	100.0	90.6	100.0
1992-93	98.3	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1993-94	98.2	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1994-95	97.3	100.0	100.0	100.0	100.0	100.0	100.0	100.0

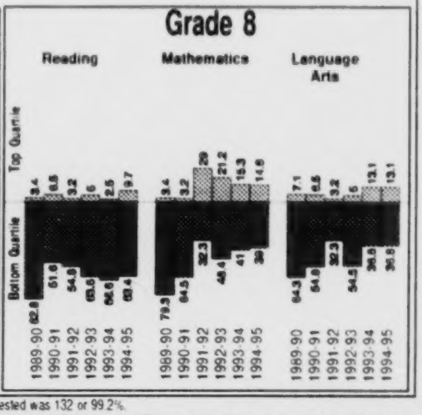
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quartile.

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	99	99.0	not collected		not collected		4	4.0	34	34.3
1990-91	99	87.6	13	11.5	1	0.9	2	2.0	62	62.6
1991-92	108	97.3	3	2.7	0	0.0	14	12.6	96	86.4
1992-93	125	99.2	0	0.0	1	0.7	18	14.4	117	93.6
1993-94	117	92.1	8	6.3	2	1.6	5	4.3	11	9.4
1994-95	133	97.1	2	1.5	2	1.5	6	4.5	40*	30.1*

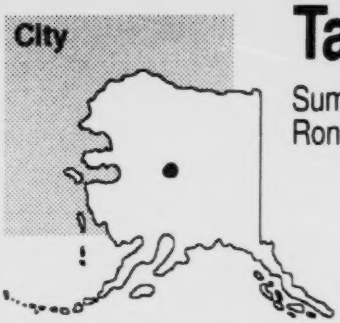






---

*1994-95 numbers are based on data collected from questionnaires administered at time of testing. Estimated number of Bilingual/Bicultural students tested was 132 or 99.2%.



Tanana City Schools

Summary of School District Report Card to the Public

Ron DeLay, Superintendent

District Characteristics

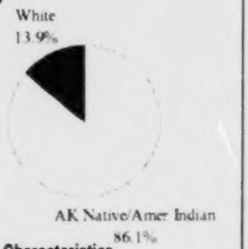
Average Daily Membership	102	Schools	1
High School Graduates	4	Population	322
Square Miles	15	Median Family Income	27,432
Funding Communities	1	Per Capita Income	11,554
		% Unemployment	16.4
		% Adults with H.S. Diploma	72.0

Superintendent's Highlights

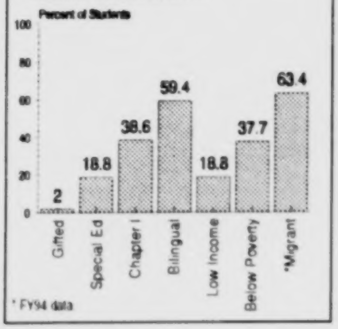
Acquisition of Athabascan language and traditional skills remain two areas of focus implemented by our Director of Athabascan Culture and Language. Through the Tanana Native Council's assistance, Spirit Camp on the Yukon contributes greatly toward these goals. Students are provided with the opportunity to learn the traditional skills of fishing, tanning and fish-wheel building, as well as, Athabascan words and phrases from Elders. Building self-confidence, self-esteem and respect for self and others continue through school-wide participation in TaeKwon Do instruction. The district's school-to-work enterprise, WOLF DEN, Tanana's finest restaurant, continues to provide students with hands-on workplace experience and real-world business activities.

Student Population

Ethnicity



Student Characteristics



* FY94 data

District Progress Toward Goals

1994-95 GOALS	PROGRESS
■ Continue shared decision making progress where applicable.	■ Great progress, successfully used the Roxy method to negotiate a new 3-year contract with teachers; and established a building site team to provide on-going shared decision making.
■ Improve communications within the school and community.	■ Students are producing and posting informative posters and news bulletins in the community; and staff call home and send out many more progress notes than previously.
■ Continue documentation and improvement of elementary and secondary curriculum.	■ Much time has been spent updating, revising and improving the curriculum; faculty now cross-reference curriculum items on lesson plans; and building site team will now assume curriculum as an on-going project.

Comments on School's Performance

Students, Parents, and Community Members

Students

■ teachers and administrators clearly explain what is expected of students ■ teachers are available and willing to help students outside of class time ■ students are given recognition for outstanding achievement

Parents

■ the basic to-and-from school transportation services meet the needs of students ■ school rules and regulations affecting students are reasonable ■ building facilities are adequate to support the instructional program

Community

■ in general, our teachers are competent ■ class size and teaching loads adequate ■ our school provides a reasonable range of school-sponsored events such as sports, music, science fairs, etc.

Parent Involvement

- Communication between home and school includes: newsletters, teacher-generated letters, student newspaper, and telephone calls made by teachers to parents. There is very good communication between student and teachers, and also teachers with parents.
- Parents-as-supporters include attendance at: open houses, student performances, attend award assemblies, graduation, and sporting events.
- Parents-as-learners include letters sent home on parenting tips, and teacher conferences.

Other Indicators of School Performance

- District-sponsored programs that support student performance include: Battle of the Books, Close-up, spelling bee, and TaeKwonDo.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	24	not collected	not collected	0	0.0	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
1991-92	-8	18.4	92.5	1	4.0	
1992-93	-2	16.7	92.3	1	3.0	
1993-94	3	12.8	94.4	0	0.0	
1994-95	1	9.3	96.5	0	0.0	100.0

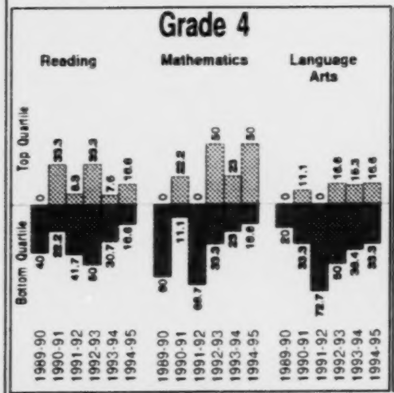
Percent of Students Promoted to the Next Grade

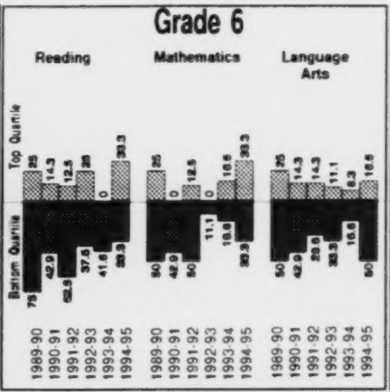
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	75.0	83.3
1992-93	57.1	100.0	100.0	100.0	100.0	100.0	87.5	66.7
1993-94	50.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1994-95	50.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

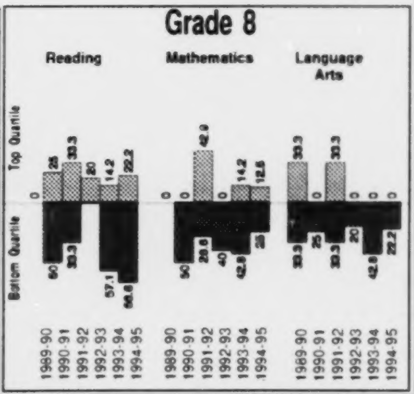
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quartile

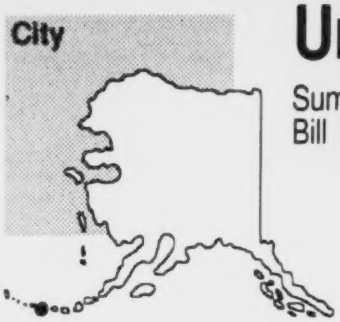
	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	12	70.6	not collected		not collected		1	8.3	11	91.7
1990-91	20	100.0	0	0.0	0	0.0	2	10.0	13	65.0
1991-92	27	96.4	0	0.0	1	3.5	0	0.0	0	0.0
1992-93	20	90.9	2	9.0	0	0.0	3	15.0	7	35.0
1993-94	32	84.2	4	10.5	2	5.3	4	12.5	0	0.0
1994-95	21	95.5	1	4.5	0	0.0	5	23.8	0*	0.0*







*1994-95 numbers are based on data collected from questionnaires administered at time of testing. Estimated number of bilingual/bicultural students was 18 or 15%.



Unalaska City Schools

Summary of School District Report Card to the Public
Bill Walz, Superintendent

District Characteristics

Average Daily Membership	356	Schools	1
High School Graduates	22	Population	3,967
Square Miles	23	Median Family Income	35,187
Funding Communities	1	Per Capita Income	15,035
		% Unemployment	1.6
		% Adults with H.S. Diploma	78.0

Superintendent's Highlights

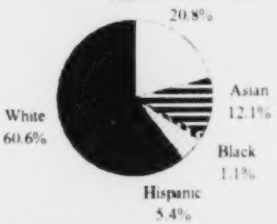
The district completed the Strategic Planning process in the spring of 1995. Areas designated as priorities included: performance standards and assessment, analysis of exiting students, family/community involvement, technology, and alternative funding. The district has begun to implement those recommendations.

The district received a Goals 2000 grant and will employ a school-to-work coordinator to survey and facilitate the program with the community, as well as conduct a staff inservice.

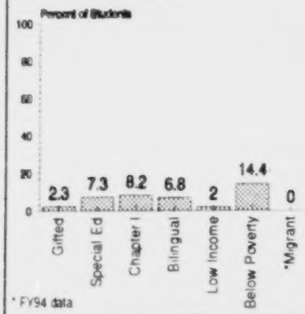
Inservice for 1994-95 school year was focused on team building. A biweekly math curriculum worked to develop and implement performance assessments.

Student Population

Ethnicity



Student Characteristics



* FY94 data

District Progress Toward Goals

1994-95 GOALS	PROGRESS
■ Develop and implement performance standards in ten core curriculum areas.	■ Worked toward aligning curriculum with national and state standards in mathematics. ■ Active participation in state standards projects.
■ Develop and implement assessment strategies for the ten core curricular areas.	■ Developed performance assessments and rubrics in mathematics. ■ Pilot site for Mathematics Assessment Project. ■ Piloted eighth grade art exhibitions. ■ Participated in state writing assessment.
■ Develop tools to assess exiting student's satisfaction and satisfactory performance.	■ Conducted survey of graduates and postgraduates on satisfaction with education at Unalaska City School.
■ Identify and implement a plan for family/community involvement in the educational program.	■ Parent and community involvement in Unalaska City School Strategic Plan. ■ Active parent/community involvement on committees.
■ Develop and implement a technology plan that supports the educational needs of students through the year 2000.	■ Retroactive conversion of library completed. ■ Ongoing technology purchases.
■ Secure alternative funding sources to promote educational programs.	■ Recipient of Artist in Schools grant, Goals 2000 grant, Alaska Science Technology Foundation grant, Goals 2000 Planning grant, Aleutian Pribilof Islands Community Development Association grant.

Comments on School's Performance

Students, Parents, and Community Members

Students

■ students at all grades would like to see more access to advanced technology ■ would like more advanced classes ■ more comprehensive enrichment classes and activities for grades K-8: art, music, athletic activities

Parents

■ comment on the quality of writing instruction ■ express need for more focus on vocational education and more flexibility in awarding credits ■ strategic planning process was good and produced a quality product

Community

■ note the value of strategic planning process and satisfaction with final product ■ community members encouraged school to look for supplementary funding

BEST COPY AVAILABLE

Parent Involvement

- K-6 junior achievement by Parent-Teacher-Student Association and Unalaska Chamber of Commerce.
- Parents volunteer as aides at all grade levels, play with the band, work with King Street Recyclers, and support the Kayak Club.
- Unalaska City Schools invites parents to school for two project fairs, four band performances, a wide variety of athletic competitions, a series of junior high curricular open houses, a K-6 winter holiday extravaganza, and individual classroom celebrations of learning.

Other Indicators of School Performance

- Pilot site Imaginarium unit Arctic Ecology.
- Students compose and perform musical selections with Michael Allen Harrison; selections recorded on album entitled Aleutian Life.
- Community support through scholarships for graduating students.
- Teacher awarded Alaska First Year Teacher of the Year award.
- Teachers participated as presenters in Bilingual Educational Equity Multicultural Conference, Special Education conference, and Leadership Academy.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	26	not collected	not collected	0	0.0	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995. 91.7
1991-92	18	55.1	94.0	7	6.9	
1992-93	9	23.8	93.8	5	3.9	
1993-94	9	17.7	93.5	3	2.2	
1994-95	-1	26.9	92.6	7	5.0	

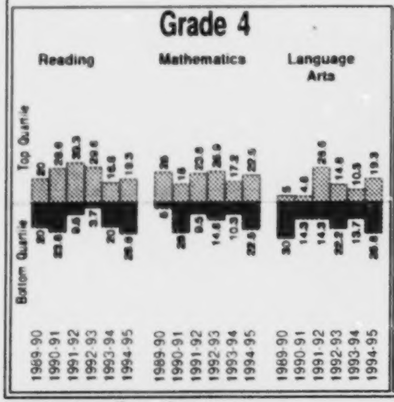
Percent of Students Promoted to the Next Grade

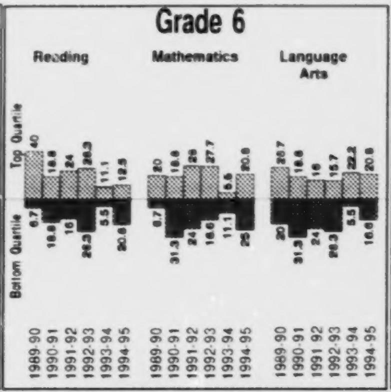
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1992-93	96.6	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1993-94	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1994-95	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

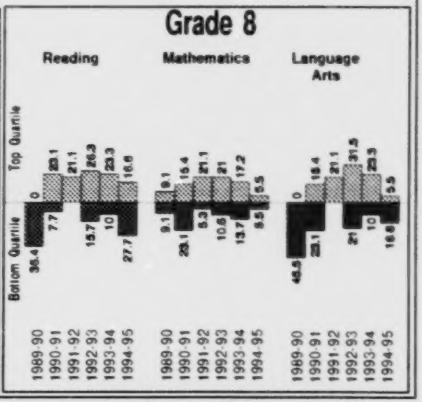
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

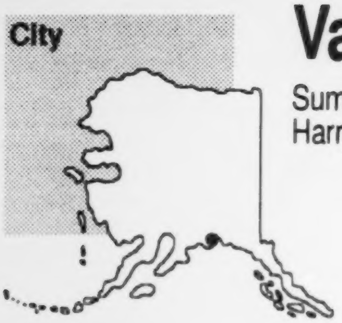
Nationally, 25% of students score in each quartile

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	46	93.9	not collected		not collected		6	13.0	4	8.7
1990-91	50	92.6	2	3.7	2	3.7	1	2.0	3	6.0
1991-92	65	100.0	0	0.0	0	0.0	0	0.0	4	5.8
1992-93	65	89.0	5	6.8	3	4.1	1	1.5	2	3.0
1993-94	78	95.1	2	2.4	2	2.4	6	7.7	3	3.8
1994-95	73	86.9	11	13.1	0	0.0	7	9.6	2	2.7









Valdez City Schools

Summary School District Report Card to the Public
Harry Rogers, Superintendent

District Characteristics

Average Daily Membership	903	Schools	4
High School Graduates	43	Population	4,290
Square Miles	274	Median Family Income	47,500
Funding Communities	1	Per Capita Income	22,772
		% Unemployment	8.7
		% Adults with H.S. Diploma	85.0

Superintendent's Highlights

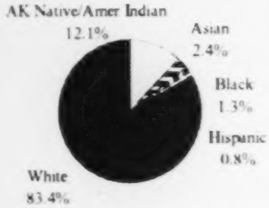
During the 1994-95 school year, a district goal was to review and align existing curriculum with the Alaska 2000 standards. There was 100% participation in developing recommendation for the Alaska 2000 alignment.

All teachers spent considerable time and effort designing their teaching methods to be more relevant to the "real world." We believe, those efforts were extremely successful in increasing student enthusiasm for learning.

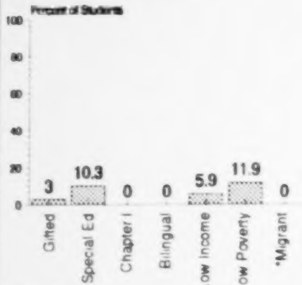
As a result of the partnership with Prince William Sound Community College (PWSCC), many 1995 high school graduates will enter college with the majority of freshman requirements met.

Student Population

Ethnicity



Student Characteristics



* FY94 data

District Progress Toward Goals

1994-95 GOALS	PROGRESS
■ Review and evaluate district programs in relation to Alaska 2000 and Goals 2000 Standards.	■ Districtwide committees were organized involving every staff member; each committee was assigned a subject area under the Alaska 2000 Standards. ■ Program development emphasized alignment with Alaska 2000 Goals, i.e. the development of the Parent Resource Center to promote greater involvment and awareness of educational issues impacting their children.
■ Continue to emphasize curriculum relevancy, a balanced program of extra-curricular/co-curricular activities and staff development.	■ Continued review of in-service training for staff. ■ Initiation of Office Management and Technology (OMT) Career options for students. ■ Implementation of Industrial Technology (Craft Training) for students wishing to attend technical school or go to work. ■ Reintroduction of Marine Technology course. ■ Continued Applied Math, Applied Economics, Healthy Life skills, Work Co-op, Leadership Development. ■ Junior High Curriculum Review Committee was formed to evaluate the program.

Comments on School's Performance

Students, Parents, and Community Members

Students

■ could benefit from an after-school or in-school tutoring class ■ earning college credit in high school is very advantageous ■ more advanced classes

Parents

■ feel the basics of reading, writing, English, math, science are very important and expressed satisfaction with the quality of insturction in these areas ■ indicated that parent/student/school relationships and parent involvement needs some improvement ■ drug and alcohol prevention is very important

Parent Involvement

- Communication between home and school includes: local radio announcements regarding school activities.
- Parents-as-learners include: parent-teacher conferences (end of first quarter and at mid-third quarter), program brochures sent home (counseling, classroom combinations, etc.), and parent-principal conferences.
- Parents-as-supporters include: attendance at open house in September, kindergarten celebration, and sixth grade graduation.
- Parents-as-teachers include: child study team meetings, parent volunteer action program, and classroom presentation through junior achievement.
- Parents-as-advisors include Fine Arts Curriculum Committee, Alaska Goals 2000 Committee, and Parent-Teacher Association (PTA).

Other Indicators of School Performance

- 46% of students received perfect/outstanding attendance
- 94.3% attendance rate-school-wide
- Standardized Achievement Test composite 76th percentile
- 5 military academy appointments
- Presidential Scholar Appointment Award
- Students earned a Certificate of Merit Award in the national math competencies exam (AHSME)
- Academic Decathlon Team won state championship for second consecutive year
- Requirement for students to read at least 30 minutes each night

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate		Graduation Rate
				Number	Percent	
1990-91	3	not collected	not collected	4	1.0	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995. 67.3
1991-92	9	19.1	94.6	14	3.4	
1992-93	6	12.5	93.0	15	3.4	
1993-94	-1	17.4	93.6	13	3.5	
1994-95	1	16.1	94.1	16	4.2	

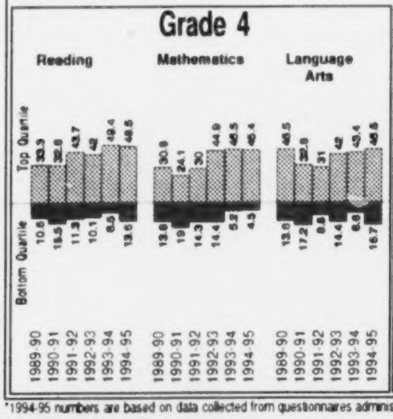
Percent of Students Promoted to the Next Grade

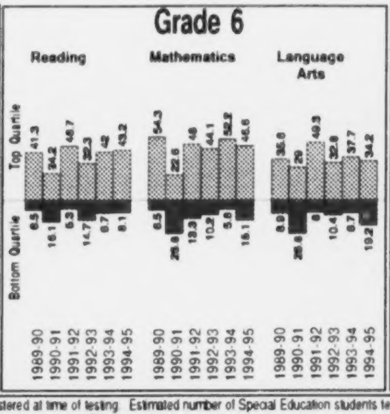
Grade	1	2	3	4	5	6	7	8
1991-92	93.1	97.2	100.0	100.0	100.0	98.7	94.2	98.4
1992-93	95.1	95.7	100.0	98.6	98.6	100.0	95.1	97.3
1993-94	95.4	98.8	100.0	100.0	100.0	100.0	97.2	98.7
1994-95	90.8	98.8	93.8	100.0	100.0	100.0	95.2	98.4

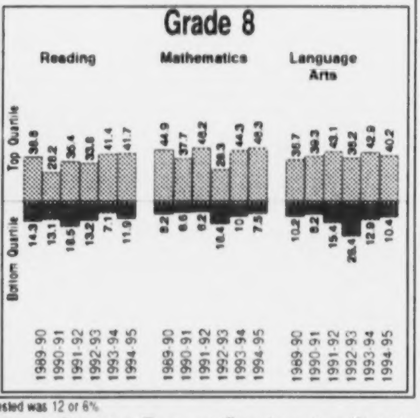
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quartile

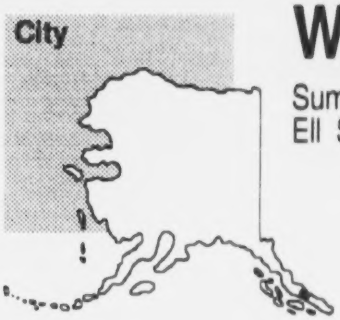
	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	162	97.0	not collected		not collected		2	1.2	4	2.5
1990-91	177	95.2	8	4.3	1	0.5	5	2.8	6	3.4
1991-92	211	98.6	1	0.5	2	0.9	6	2.8	2	0.9
1992-93	205	96.7	5	2.3	2	0.9	15	7.3	3	1.4
1993-94	216	96.0	5	2.2	4	1.8	14	6.5	4	1.9
1994-95	207	94.5	6	2.7	6	2.7	9*	4.3*	1	0.5







*1994-95 numbers are based on data collected from questionnaires administered at time of testing. Estimated number of Special Education students tested was 12 or 6%.



Wrangell City Schools

Summary School District Report Card to the Public
Ell Sorenson, Superintendent

District Characteristics

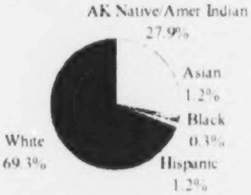
Average Daily Membership	567
High School Graduates	31
Square Miles	44
Funding Communities	1
Schools	3
Population	2,744
Median Family Income	49,083
Per Capita Income	19,012
% Unemployment	8.9
% Adults with H.S. Diploma	79.0

Superintendent's Highlights

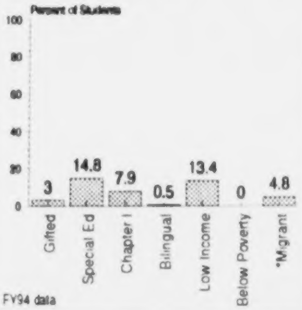
The community-wide "Tomorrow's Schools Today Committee" completed its study of the educational program at Wrangell High School. Its proposals were adopted by the Board of Education. New outcomes were adopted in all subjects and grade levels. A new math program was designed for implementation in 1995-96. A new discipline plan was adopted and in-service was presented to the majority of staff members. This program was field tested in the middle and high schools. High school graduation requirements were changed to increase student productivity in the eleventh and twelfth grades. A districtwide Parent-Teacher-Student Association (PTSA) was organized.

Student Population

Ethnicity



Student Characteristics



* FY94 data

District Progress Toward Goals

1994-95 GOALS	PROGRESS
■ The Wrangell School Board will adopt by September 1, 1995, set of learner outcomes for all students.	■ The board has adopted a set of learner outcomes for all students that include all of the requirements outlined in goal number one.
■ The board will adopt a new high school education plan that includes clear student exit goals, curriculum and instructional strategies to enable all students to meet these learning goals, performance-based assessment to determine that goals have been met, and student and staff accountability for results. Implementation of the plan will begins in September, 1995.	■ The board has adopted a new high school education plan that includes clear student exit goals, curriculum and instructional strategies to enable all students to meet these learning goals; developed performance-based assessments to determine that goals have been met: and student and staff accountability results.
■ Educational technology will be integrated into all parts of the curriculum as a commonly used tool for both learning and instruction.	■ Educational technology was improved in all schools.
■ All school facilities will be maintained in an exemplary condition. This goal will include the completion of necessary major maintenance activities and the development of a long-range plan for facilities improvement and/or expansion.	■ We have developed a long-range plan for major maintenance activities and facilities improvement.
■ The district will be managed in a manner that: uses all financial resources efficiently and effectively; maintains the practices and policies of the board; provides for effective maintenance of district facilities and equipment; ensures that the district's instructional programs and organizations are based on the best available information in the education profession; and communicates the aspirations, activities, and achievements of the district to the Wrangell community.	■ The district has been managed in a manner that meets all of the elements of this goal. As an open-ended goal, all staff members will strive to improve in all of these areas.

Comments on School's Performance
Students, Parents, and Community Members

Students
■ enjoyed exploratory classes, but recommend an increased class time ■ would like funding for teams competing in state competitions

Parents
■ expect students to acquire necessary knowledge and skills to pursue post-high school education
■ consider the teaching staff to be talented ■ want more discipline, expecting students to be prepared to handle "real life"

Community
■ would like to see students instilled with a better attitude/work ethic ■ would like to see students graduating with real life skills ■ would like to see more emphasis on basic skills

Parent Involvement

- Communication between home and school occurs through use of newsletters, teacher letters, telephone calls made by teachers to parents, and home visits.
- Parents-as-supporters include attendance at open house, parent orientation, student performances, award assemblies, and special school functions.
- Parents-as-learners include parent education workshops, informational workshops, and joint parent/child workshops, and written material sent home on parenting tips.
- Parents-as-advisors include parent-teacher conferences, advisory parent group, organized parent group, and district committees.
- Parents-as-teachers include parents participating in volunteer programs.

Other Indicators of School Performance

■ 55% of all high school students were on the honor roll at least one quarter during the year. ■ 67% of our 1995 graduates are currently employed or are enrolled in postsecondary education programs. 92% of our 1994 graduates are employed or enrolled in postsecondary education. ■ The fifteen-member Harbor Hill Chapter of the National Honor Society hosted a Teen Health Fair involving all middle and high school students. ■ A senior marine technology student won the State Coast to Coast Service Star Merit Award. ■ At the Future Homemakers of America 1995 Convention, a student earned second place in Consumer Education and another student earned third place in Foods and Nutrition. ■ One of our students was a University of Alaska Southeast scholarship recipient.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	0	not collected	not collected	16	7.9	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995
1991-92	5	7.7	92.7	9	4.4	
1992-93	-3	17.4	92.9	7	3.6	
1993-94	4	9.9	94.7	12	5.8	
1994-95	5	19.6	93.1	5	2.0	92.6

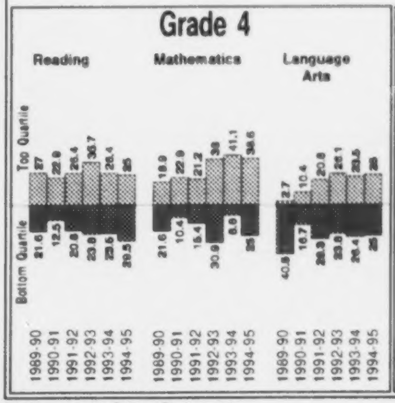
Percent of Students Promoted to the Next Grade

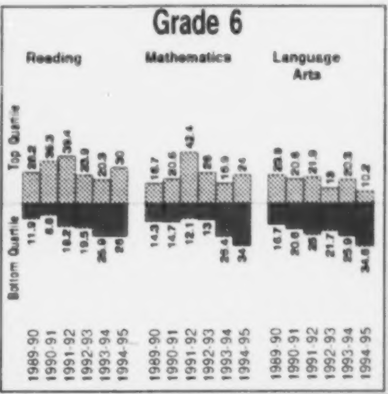
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	94.3
1992-93	100.0	100.0	100.0	100.0	100.0	95.7	97.1	96.9
1993-94	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1994-95	100.0	100.0	100.0	100.0	97.4	100.0	98.2	95.7

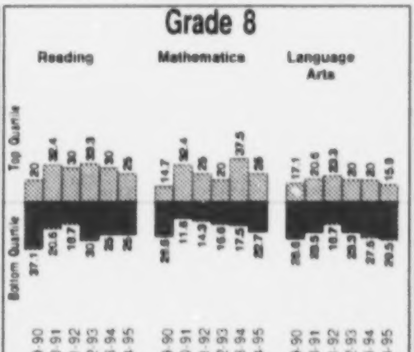
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

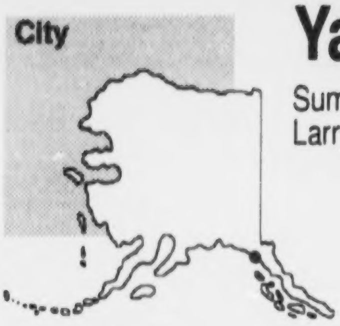
Nationally, 25% of students score in each quartile

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	114	96.6	not collected		not collected		23	20.2	1	0.9
1990-91	116	100.0	0	0.0	0	0.0	15	12.9	3	2.6
1991-92	116	92.0	8	6.3	2	1.6	7	5.5	1	0.7
1992-93	118	94.4	6	4.8	1	0.8	14	11.8	2	1.6
1993-94	128	98.5	0	0.0	2	1.6	10	7.8	1	0.8
1994-95	138	91.4	11	7.3	2	1.3	17	12.3	0	0.0









Yakutat City Schools

Summary School District Report Card to the Public
Larry G. Eklund, Superintendent

District Characteristics

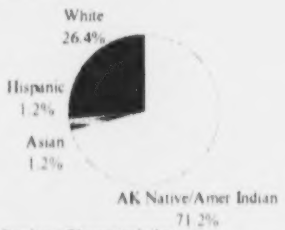
Average Daily Membership	167
High School Graduates	8
Square Miles	5,875
Funding Communities	1
Schools	2
Population	754
Median Family Income	38,583
Per Capita Income	15,463
% Unemployment	10.3
% Adults with H.S. Diploma	77.0

Superintendent's Highlights

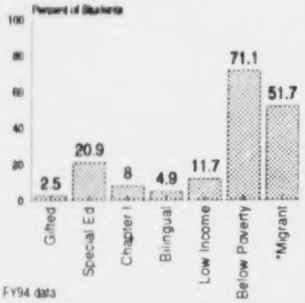
The Yakutat School District saw another year of growth in student population and in the facilities. The expansion of the elementary school along with the improved roof and siding project, provided increased classroom space so that all seven elementary grades were able to be in one school. The student activities programs involved record numbers of students and performance levels were excellent. Academic standards are being reviewed, as well as curriculum expanded. Alternative schedules for students at risk were implemented. The summer school program involved 72 students and who improved their basic skills in the areas of math, science, reading, spelling, and computer skills. The integration of program staff improved the positive effects on the students.

Student Population

Ethnicity



Student Characteristics



* FY94 data

District Progress Toward Goals

1994-95 GOALS	PROGRESS
■ Improve student achievement	■ K-12 comprehensive guides - format was developed and resources were ordered; assessment tools expanded - changing to California Achievement Test standardized tests for 1996 and scheduling in-service days to develop portfolio assessment skills; elementary school - laptop keyboards are used for drill and practice for keyboard skills; and study alternative grouping methods for instruction in order to meet educational needs of all students - schedule developed for the 1995-96 school year: to reflect a zero hour for chemistry students, to use distance learning for Advanced Placement courses, to add computer instruction, and to incorporate a drafting class into vocational/technical trades curriculum.
■ Staff	■ Teachers for each grade level K-6 will be hired for 1995-96; scheduled to add a part time at-risk teacher for 1995-96; structured events for teacher/parent interaction such as class projects, performances, special events, athletic activities and study sessions; and provided quality staff development opportunities for staff by increasing focus on meeting required in-services, as well as, technology and special education strategy development; and negotiations next year for certified and classified staffs should be finalized.
■ Financial	■ Training for classified and certified staff on networking and use of computer assisted technology was provided; and lobbying was done, but unsuccessful in getting repairs, schedule for renewed efforts in 1996.
■ Develop a facilities plan	■ High school roof placed 12th on capital improvement list but not funded by legislature; and high school main surfaces were painted, trim will be finished in the summer of 1996.

Comments on School's Performance

Students, Parents, and Community Members

Students
■ want additional activities ■ want a class schedule that meets our needs ■ are proud of our school and the accomplishments of the students

Parents
■ want a strong academic emphasis for the students ■ want a teacher for each grade level ■ are proud of our schools and want them maintained

Community
■ want the schools to produce students with good academic skills ■ want fiscal responsiblity for all programs ■ support our schools with money, expertise, and attendance at events

Parent Involvement

- Parents ran concession stands for fund raising to send students to Close-up and other events.
- Parents helped with costumes for student plays and productions.
- Parents attended parent teacher conferences
- Parents attended all sporting events, special presentations, etc.
- Parents served on grants, special programs, and administration advisory boards.

Other Indicators of School Performance

- Academic Decathlon team participated in the state meet.
- Girls basketball team was Region V champion and went to state.
- Boys basketball team won the region and finished second at the tournament.
- One junior student received the first national merit commended in history of Yakutat High School.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	13	not collected	not collected	2	3.9	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995. 100.0
1991-92	-7	19.7	96.9	1	1.9	
1992-93	-1	24.5	94.4	0	0.0	
1993-94	10	17.2	92.9	1	1.6	
1994-95	11	16.9	93.2	1	1.5	

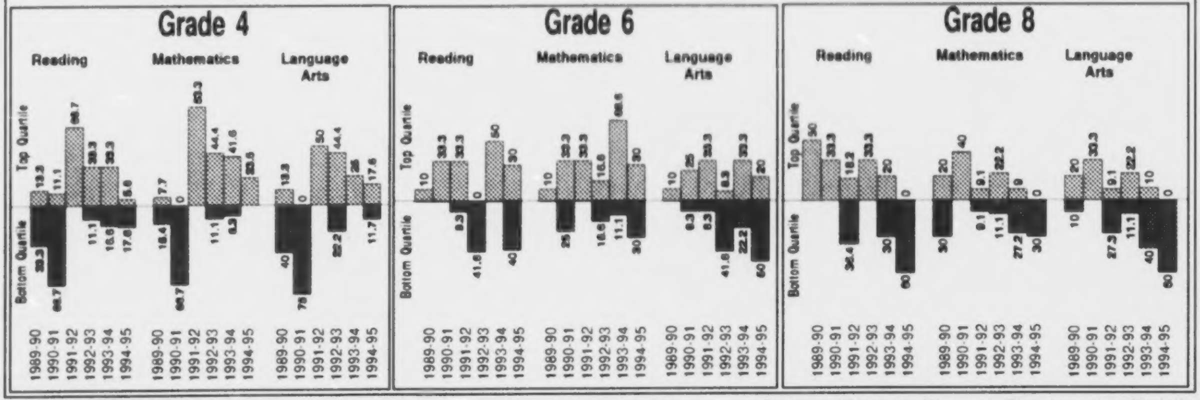
Percent of Students Promoted to the Next Grade

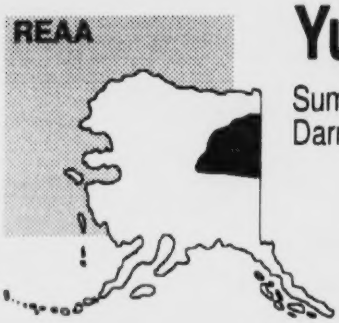
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1993-94	100.0	92.9	100.0	100.0	100.0	88.9	100.0	100.0
1994-95	100.0	100.0	100.0	100.0	100.0	100.0	90.0	90.9

Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quartile

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	35	92.1	not collected		not collected		3	8.6	6	17.1
1990-91	27	100.0	0	0.0	0	0.0	2	7.4	4	14.8
1991-92	29	90.6	3	9.3	0	0.0	0	0.0	0	0.0
1992-93	30	100.0	0	0.0	0	0.0	3	10.0	0	0.0
1993-94	32	86.5	3	8.1	2	5.4	0	0.0	1	3.1
1994-95	37	97.4	0	0.0	1	2.6	5	13.5	3	8.1





Yukon Flats Schools

Summary School District Report Card to the Public
Darrell Johnson, Superintendent

District Characteristics

Average Daily Membership	405	Schools	21
High School Graduates	21	Population	1,648
Square Miles	59,865	Median Family Income	27,432
Funding Communities	11	Per Capita Income	11,554
		% Unemployment	16.4
		% Adults with H.S. Diploma	57.0

Superintendent's Highlights

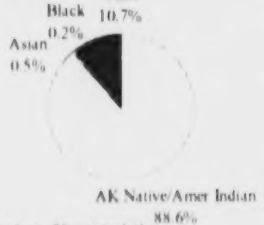
The Yukon Flats School District is committed to site-based management so each school can develop goals to reflect the unique needs of the community. The board is focusing on developing local paraprofessionals, and integrating local culture and environment into the curriculum. The board is also committed to increasing attendance through improved student activities. Finally, we are working hard to develop and implement interagency agreements for the benefit of our students in rural schools.

District Progress Toward Goals

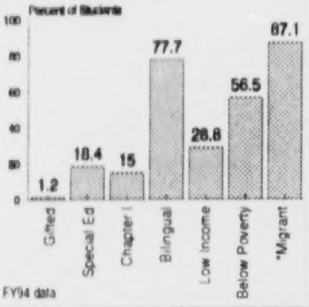
1994-95 GOALS	PROGRESS
■ Increase basic skills-reading, math, language arts, and science.	■ Computers were used throughout the district as an instructional tool to assist with learning, i.e. math drill and practice and writing and problem solving; reading skills were approached through a variety of methods: whole language, Yukon Readers program, Battle of the Books and Sustained Silent Reading; pre/post testing was accomplished using the Woodcock Johnson and SORT tests and reports indicated an increase in student reading scores; individual schools reported Iowa Test of Basic Skills (ITBS) scores were improving; and other instructional strategies included study hall time, tutoring and low pupil:teacher ratios.
■ Increase awareness and pride in cultural heritage.	■ Arctic Village School, Cruikshank School, Old Stevens School, John Fredson School reported student participation in the Alaska Festival of Native arts; additional activities promoting cultural pride and awareness were: successful bilingual program, native dancing and singing; focus on Gwich'in language; and traditional activities of beading and sewing.
■ Broaden athletic experience and raise self-esteem.	■ Cruikshank School-students organized a number of community activities, e.g. volleyball, dinners, and open gym, drug and alcohol awareness training. Circle School-camping activities, art, knot tying, and nature education offered opportunities for improving self-esteem. Fort Yukon Elementary-counseling services offered weekly. Fort Yukon High School-participation in Leadership Conference and Suicide Prevention meeting.
■ Increase parent participation in school activities, events, and general school functions.	■ Cruikshank School-parent involvement encouraged, through parent/teacher conferences and school activities.

Student Population

Ethnicity



Student Characteristics



* FY94 data

Comments on School's Performance

Students, Parents, and Community Members

Students

- would like more sports and activities after school
- learning more this year
- receiving awards for doing good in school

Parents

- would like more sports and activities after school
- students need more reading and math
- students need more computers

Community

- school needs to offer students training to help them get jobs
- put an emphasis on school discipline
- school needs to hire locally

Parent Involvement

- Communication between home and school includes: newsletters, teacher-generated letters, and telephone calls by teachers and parents.
- Parents as learners include reading written materials sent home, and attending parent/teacher conferences and paraprofessional counselor activities.
- Parents as supporters include attendance at dinners, carnivals, and special functions.
- Parents as advisors include participation on Advisory Parent Group, district committees, and Local School Advisory Council.

Other Indicators of School Performance

- Strong parental involvement.
- High student and staff morale.
- Strong Local Advisory Committee participation.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	11	not collected	not collected	2	1.1	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
1991-92	1	64.8	86.0	6	3.6	
1992-93	3	29.6	85.0	18	10.7	
1993-94	3	36.8	84.8	17	9.4	
1994-95	2	59.8	85.1	18	10.8	63.0

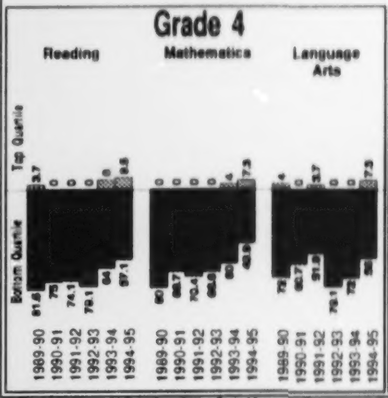
Percent of Students Promoted to the Next Grade

Grade	1	2	3	4	5	6	7	8
1991-92	100.0	96.0	100.0	100.0	100.0	100.0	100.0	100.0
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1993-94	100.0	100.0	100.0	100.0	93.1	100.0	100.0	100.0
1994-95	94.6	96.6	96.9	100.0	100.0	100.0	100.0	96.6

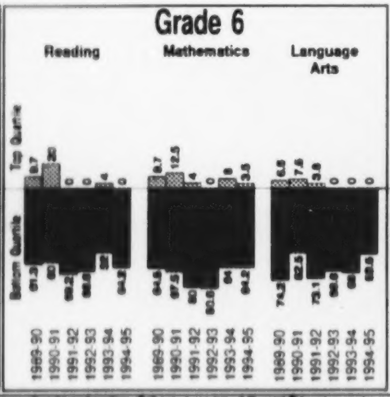
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quartile

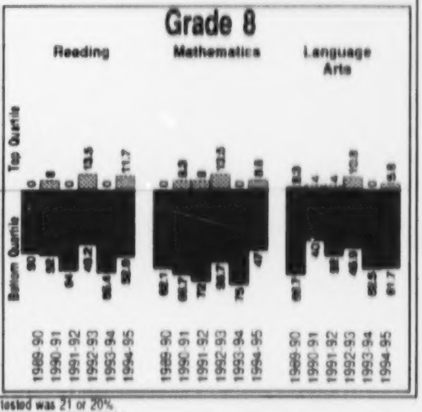
	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	88	88.9	not collected		not collected		18	20.5	61	69.3
1990-91	93	93.9	6	6.1	0	0.0	8	8.6	52	55.9
1991-92	78	88.6	10	11.3	0	0.0	4	4.5	44	50.0
1992-93	92	94.8	1	1.0	4	4.1	8	8.7	60	65.2
1993-94	76	86.4	11	12.5	1	1.1	13	17.3	44	58.7
1994-95	104	88.9	13	11.1	0	0.0	1*	1.0*	21**	20.2**



Grade 4



Grade 6



Grade 8

*1994-95 numbers are based on data collected from questionnaires administered at time of testing. Estimated number of Special Education students tested was 21 or 20%.

**1994-95 numbers are based on data collected from questionnaires administered at time of testing. Estimated number of Bilingual/Bicultural students tested was 92 or 88.5%.

Yukon/Koyukuk Schools

Summary School District Report Card to the Public
Glenn Olson, Superintendent

District Characteristics

Average Daily Membership	590	Schools	11
High School Graduates	27	Population	2,221
Square Miles	64,000	Median Family Income	27,432
Funding Communities	10	Per Capita Income	11,554
		% Unemployment	16.4
		% Adults with H.S. Diploma	67.0

Superintendent's Highlights

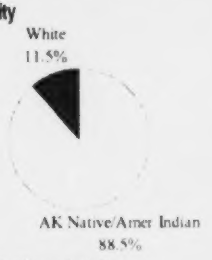
- Students entering first grade test on average at the 15 percentile on the Iowa Test of Basic Skills (ITBS) and graduate scoring on average around the 50th percentile on the Test of Achievement and Proficiency (TAPS). This is a gain of more that 2 NCEs each year our students are in school.
- In nine years of participation in the academic decathlon, YKSD always placed in the top 10.
- YKSD students read over 22,000 books at an average of 40 books per student.
- YKSD is the home of the Alaska's only federally-funded and nationally-disseminated educational program, the Alaska Writing Program.
- All YKSD schools are fully accredited by the Northwest Association of Schools and Colleges.
- 35% of YKSD teachers are Alaska Native.

District Progress Toward Goals

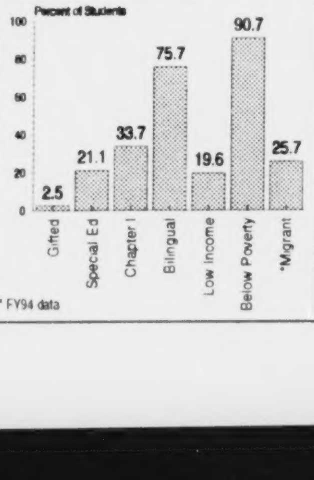
1994-95 GOALS	PROGRESS
■ All students will develop employability skills.	■ A model for work-experience program has been developed, a career portfolio program featuring student resumes, and on-going teacher, parent, and student assessments.
■ All students will become effective problem-solvers and independent learners.	■ Kids Voting program was implemented, and student leadership opportunities within schools, districts and communities has increased; students participate on district committees, such as school board, curriculum, and strategic planning.
■ All students will graduate with the necessary skills to enter postsecondary programs, entry level jobs or self-employment and be independent, productive participants in family, community, and society.	■ Work experience programs, career portfolios, and applied academic programs have been initiated for grades K-12; the Natural Helpers program, peer cross-age tutoring, student recognition programs and cooperative learning programs have been implemented. Use of community experts and the teaching of indigenous languages is now being offered at 7 of 10 schools; a K-12 cultural heritage curriculum is also being offered.

Student Population

Ethnicity



Student Characteristics



* FY94 data

Comments on School's Performance

Students, Parents, and Community Members

Students

■ would like to participate in more sporting activities ■ offer more field trips ■ increase time to use current computer technology

Parents

■ enjoy participating in school activities ■ enjoy the school sporting events ■ outdoor experiences and field trips have been valuable to our children's education

Community

■ enjoy sporting events ■ place more emphasis on traditional culture and language in the school program ■ school field trips are valuable for the students' and community's learning experiences

Parent Involvement

- Parents-a- learners include parent teacher conferences, and in-service and informational workshops.
- Parents-as-supporters include attendance at special school functions, e.g. sports, open houses, award ceremonies, honor roll dinner, student performances, spring festival, student of the month luncheon, Mother's Day brunch, and DEAR DAY.
- Parents-as-advisors include participation on parent advisory and district committees.
- Parents-as-teachers include cultural heritage learning activities and volunteer programs, such as, meal preparation for visiting teams, field trips, chaperones, early childhood class, after-school programs, Battle of the Books and natural helpers.

Other Indicators of School Performance

- Student achievement recognized by president's academic fitness award.
- Student performance is evaluated through portfolio assessment.
- District sponsored programs that support student performance include Close-up, river readers book program (independent reading fluency score), Battle of the Books participation, Academic Decathlon, and school-to-work program.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	-3	not collected	not collected	4	2.0	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
1991-92	7	8.6	93.3	4	1.9	
1992-93	6	8.1*	93.3	6	2.8	
1993-94	2	13.8	92.3	6	2.4	
1994-95	-2	16.0	89.2	2	0.8	57.1

Percent of Students Promoted to the Next Grade

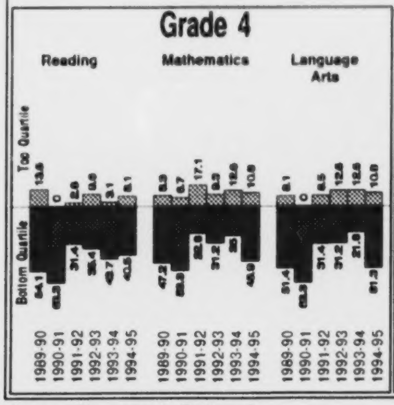
Grade	1	2	3	4	5	6	7	8
1991-92	98.1	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1992-93	98.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1993-94	100.0	100.0	98.1	100.0	100.0	100.0	100.0	97.2
1994-95	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

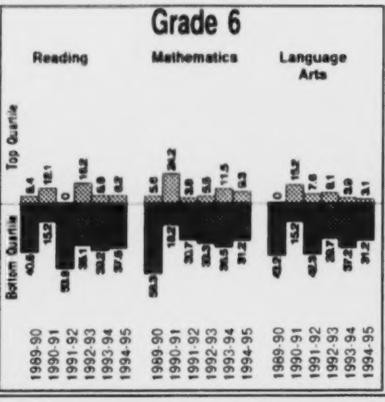
*Corrected rate; transiency rate of 9.4 was incorrect for 1992-93

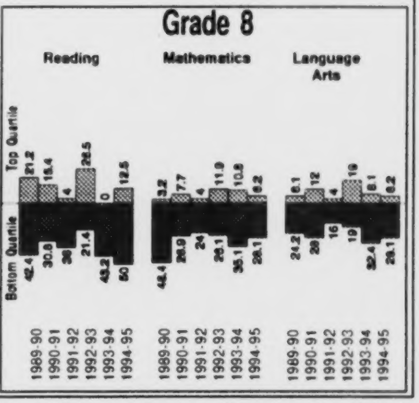
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

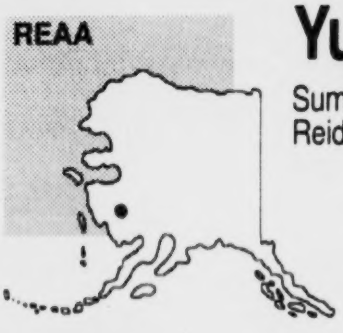
Nationally, 25% of students score in each quartile.

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	108	86.4	not collected		not collected		19	17.6	96	88.9
1990-91	88	77.9	0	0.0	25	22.1	0	0.0	12	46.2
1991-92	88	64.7	25	18.8	22	16.5	23	17.3	61	45.9
1992-93	111	75.0	14	9.4	23	15.5	0	0.0	48	43.2
1993-94	122	83.6	12	8.2	12	8.2	20	16.4	99	81.1
1994-95	101	66.4	51	33.6	0	0.0	1	1.0	83	82.2


Grade 4


Grade 6


Grade 8



Yupiit Schools

Summary School District Report Card to the Public
Reid Straabe, Superintendent

District Characteristics

Average Daily Membership	367	Schools	6
High School Graduates	12	Population	1,200
Square Miles	19	Median Family Income	25,402
Funding Communities	3	Per Capita Income	8,833
		% Unemployment	8.1
		% Adults with H.S. Diploma	51.0

Superintendent's Highlights

Our students continue to improve in their attendance, personal responsibility, and overall accomplishments. Improvements in these areas lead to a positive attitude and higher self-esteem.

The board and entire staff of the Yupiit School District are committed to providing each student an opportunity to succeed in school and in life wherever he/she chooses to live.

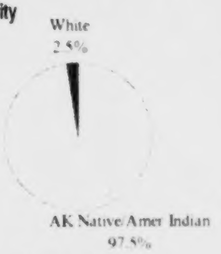
It is our overall goal to continue to meet and exceed the goals established by the students and parents in our school district.

District Progress Toward Goals

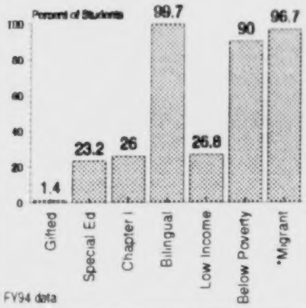
1994-95 GOALS	PROGRESS
Parents and community members shall maintain a high level of participation in the operations of the Yupiit School District Schools.	Over 90% of the parents particpated in parent/teacher conferences, parent education conference, in-service, student education and Onward To Excellence (OTE).
The YSD students will be given an opportunity to learn their native language, history, and traditional values.	Each school site offers Yup'ik language, history and traditional values. Ninety percent of the juniors and seniors participated in the cultural traditional survival activities.
The YSD schools shall be free of drugs and violence in the 1994-95 school year.	Less than 1% of our student body were suspended for drug and alcohol abuse or violence.
The YSD curriculum shall meet the academic, vocational, technological, and cultural needs of students as identified in the student assessment document.	The curriculum development process continues to be dynamic with improvements occuring regularly.
Plan and construct a new elementary/middle school in the village of Akiachak before the year 2000.	The Yupiit School District has completed the schematic design phase of the school construction project in Akiachak. The district is awaiting state funding to begin the construction in the summer of 1996.
Plan and construct a subregional boarding high school in YSD before the year 2000.	The subregional boarding high school remains as YSD's second Capital Improvement Project. After the number one project is completed, the board's direction will be to earnestly secure funds for this construction project.

Student Population

Ethnicity



Student Characteristics



* FY94 data

Comments on School's Performance

Students, Parents, and Community Members

Information not reported.

Parent Involvement

- Communication between home and school includes: teachers send weekly newsletters; newspaper staff sends quarterly newspapers home to parents; district newsletter four times a year; progress reports home quarterly; home school coordinator calls/visits homes to determine absences/tardies and the reasons; and parents are sent notes highlighting "good behavior" of their child.
- Parents-as-learners includes: counselor conducts seeds survey at the Parent Educational Conference; mega skills training for parents conducted monthly; and parent/teacher conferences quarterly.
- Parents-as-supporters include attendance at open house held to give out report cards/progress reports each quarter.
- Parents-as-teachers include attendance at parent volunteer program meetings.
- Parents-as-advisors include goals/development meetings conducted for parent input.

Other Indicators of School Performance

- District-sponsored programs that support student performance include Battle of the Books, Rural Student Vocational Program, Close-up, spelling bee, sports, student government, and Native Youth Olympics.
- Achievement and recognition is through principal's award/Alaska Federation of Natives, and Hugh O'Brien Student of the Year award.
- Student performance is evaluated by high school portfolios, counselors, and Iowa Test of Basic Skills (ITBS) scores.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	1	not collected	not collected	6	5.2	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
1991-92	13	16.1	92.7	0	0.0	
1992-93	2	4.6	90.3	2	1.5	
1993-94	0	1.4	92.0	15	10.7	
1994-95	0	2.2	90.4	2	1.6	91.7

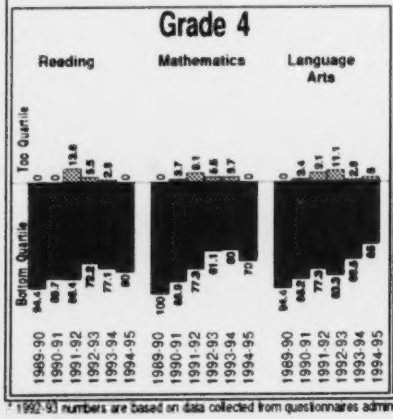
Percent of Students Promoted to the Next Grade

Grade	1	2	3	4	5	6	7	8
1991-92	96.6	95.2	95.8	100.0	96.6	100.0	89.3	95.2
1992-93	97.1	100.0	100.0	100.0	100.0	100.0	96.8	94.1
1993-94	97.4	100.0	100.0	97.6	76.2	100.0	100.0	100.0
1994-95	100.0	97.0	91.9	100.0	95.2	100.0	88.5	96.4

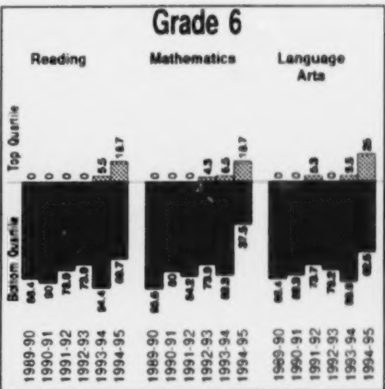
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quartile

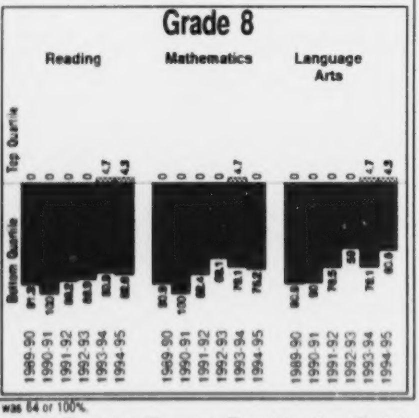
	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	63	94.0	not collected		not collected		10	15.9	54	85.7
1990-91	74	100.0	0	0.0	0	0.0	10	13.5	49	66.2
1991-92	58	82.8	0	0.0	12	17.1	3	4.2	39	55.7
1992-93	64	84.2	11	14.4	1	1.3	2	3.1	15*	23.4*
1993-94	74	82.2	4	4.4	12	13.3	11	14.9	70	94.6
1994-95	59	83.1	9	12.7	3	4.2	1	1.7	24	40.7



Grade 4

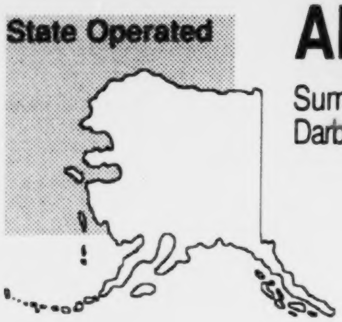


Grade 6



Grade 8

* 1992-93 numbers are based on data collected from questionnaires administered at time of testing. Estimated # of Bilingual/Bicultural students tested was 64 or 100%.



Alyeska Central School

"Alaska's Centralized Correspondence School"

Summary School District Report Card to the Public

Darby Anderson, Superintendent

District Characteristics

Average Daily Membership	1,477
High School Graduates	24

Alyeska Central School is a state-operated correspondence school serving students throughout Alaska.

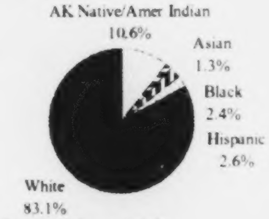
Superintendent's Highlights

Alyeska Central School's education plan reflects the values of our parents and staff to provide quality educational services. We define quality as being able to meet or exceed our customer expectations. The goals will take time to achieve, but collectively we are dedicated to reaching our goals to ensure the greatest success for students.

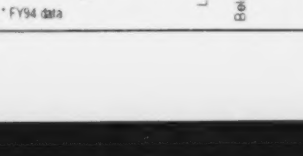
Alyeska Central School provides an alternative public school program. The school offers a comprehensive program, but provides a high degree of flexibility to meet individual needs. Students are able to complete an entire program, complete credits for graduation or complete courses as an alternative from their traditional studies. We are proud to be able to work with families, students, and the local school districts to ensure the educational success of students in Alaska.

Student Population

Ethnicity



Student Characteristics



* FY94 data

District Progress Toward Goals

1994-95 GOALS	PROGRESS
■ Empower families through active involvement in the educational process.	■ Analyzed the Parent-Teacher Association (PTA) bylaws to consider possible affiliation in the coming year. ■ Conducted an Annual Parent Survey with 25% rate of return. ■ Conducted an on-site parent outreach meeting in Juneau. ■ Increased the number of articles written by parents in the monthly newsletter. ■ Increased student activity funds and family involvement through the student store. ■ Created an orientation video for new ACS families. ■ Established a student activities application procedure for the 49'er.
■ Provide support and training to the home teachers who work directly with the students.	■ Created a new student position on the Parent Outreach Leadership Team. ■ Held training sessions for home teachers in Juneau. ■ Provided opportunities for parents to participate in other state conferences. ■ Created a plan to enable parents to deliver training directly. ■ Identified means to use video for delivery of instruction and training.
■ Develop a student's ability to access resources and information, to communicate effectively, to solve problems, to use technology, and to make informed decisions.	■ Expanded options for being able to use State surplus computer equipment for ACS students. ■ Computerized the lesson report form for reviewing flow of work received/returned to students.
■ Continually improve the quality of our educational services.	■ Upgraded the computer system and individual work stations. ■ Re-assigned staff to enable counselor to provide two additional hours of counseling services.

Comments on School's Performance

Students, Parents, and Community Members

Students

■ there are high expectations, and we are learning the academics we need ■ the books and materials are usually interesting ■ would like more ways to communicate with teachers

Parents

■ ACS teachers respond to calls in a very prompt manner ■ would like training to focus on language arts, math, and general orientation to the program ■ want materials to be focused and the work required not to be excessive

Community

■ the Alaska-developed courses are really motivational ■ it is helpful to have alternatives for private school students to be able to take courses ■ the high academic statdards are important for an alternative school

Parent Involvement

- Parents worked with the administration to design a survey that would capture the perspective of parents about the communication, materials, and support services provided by the staff. Then the Parent Outreach Leadership Team established a set of priorities for 1995-96.
- All certified and classified staff participated in a one-and-a-half day Strategy Session to review the parent priorities and set school goals. The goals in this report, developed at that meeting, were reviewed by the Parent Outreach Leadership Team and then distributed to all parents. The clear mission and goals for improvement will guide our future efforts.
- The State Board of Education will review the progress report in April 1996. The Parent Outreach Leadership Team will review the outcomes in May 1996.

Other Indicators of School Performance

- Linda Kadrlik, ACS Science teacher, was selected to be one of 22 national mentors for the "Road Ahead," a program initiated by Bill Gates to improve science instruction.
- Martin Niemi, ACS Physical Education teacher, was recognized for his outstanding contribution by the National Association of Physical Education Teachers.
- Students consistently score in the 80-90th percentile on the Scholatic Assessment Test and American College Test.
- Student enrollment continues to increase. It has increased 30% in the last three years.
- Parent Survey results indicate 90% of the parents felt a high level of satisfaction with the program.
- Parents are actively involved in setting direction for the school.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	38	not collected	not collected	62	13.2	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
1991-92	5	60.4	100.0	49	13.2	
1992-93	10	55.8	100.0	109	19.7	
1993-94	-35*	57.9	100.0	23	2.8	
1994-95	0	63.7	100.0	36	4.2	46.7

Percent of Students Promoted to the Next Grade

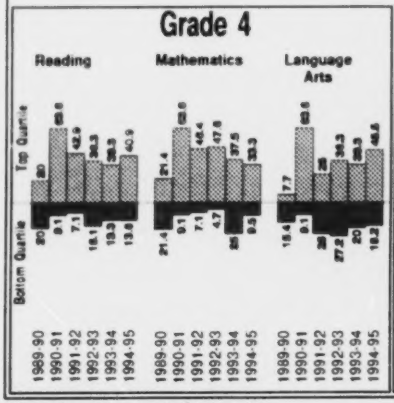
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	95.9	97.3	100.0	100.0	100.0
1992-93	99.2	100.0	100.0	100.0	98.9	100.0	100.0	100.0
1993-94	99.2	100.0	99.2	100.0	100.0	100.0	100.0	100.0
1994-95	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

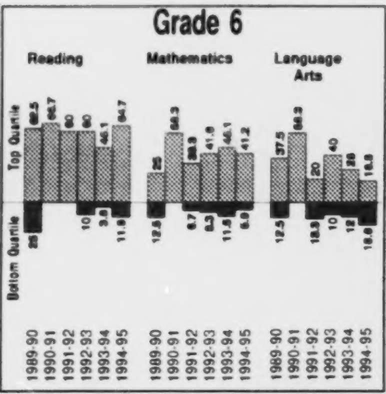
* Reflects reduction in Summer School authorization

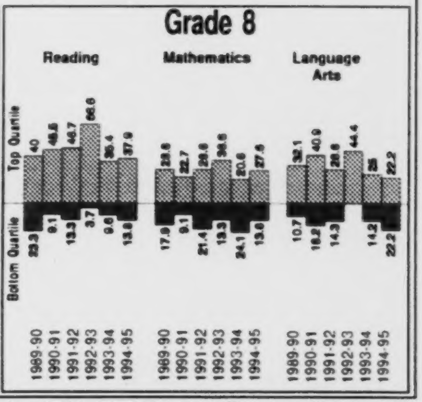
Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Iowa Tests of Basic Skills

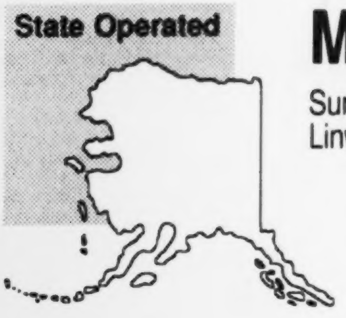
Nationally, 25% of students score in each quartile.

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	54	54.5	not collected		not collected		0	0.0	0	0.0
1990-91	46	30.3	106	69.7	0	0.0	0	0.0	8	17.4
1991-92	58	35.8	104	64.2	0	0.0	0	0.0	1	1.7
1992-93	64	33.3	128	66.7	0	0.0	0	0.0	0	0.0
1993-94	73	38.0	119	62.0	0	0.0	0	0.0	0	0.0
1994-95	68	23.7	219	76.3	0	0.0	0	0.0	0	0.0


Grade 4


Grade 6


Grade 8



Mt. Edgecumbe High School

Summary School District Report Card to the Public
Linwood Laughy, Superintendent

District Characteristics

Average Daily Membership	282
High School Graduates	43

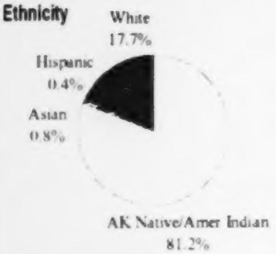
Mt. Edgecumbe High School is a state-operated residential school serving students from throughout Alaska.

Superintendent's Highlights

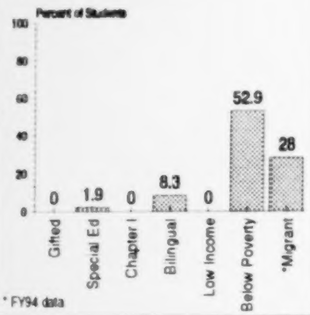
The highlight of our school year was the Edgecumbe '95 Conference on quality in education planned and implemented by students and staff and attended by educators from 28 states and four other countries. Our school year began with an extensive visioning process and ended with student access to Internet, plans for a schoolwide wellness program, a new code of conduct and citizenship responsibility program, and a commitment to the integration of our core academic curriculum.

Student Population

Ethnicity



Student Characteristics



* FY94 data

District Progress Toward Goals

1994-95 GOALS	PROGRESS
Complete a comprehensive school plan that addresses all phases of operation and includes our vision, values and beliefs, learner exit goals, and instructional strategies.	Adoption of a new school vision; clarification of faculty beliefs about teaching and learning; and development of an electronic portfolio process to provide student data for assessment purposes.
Complete the transformation of our academic program from a traditional to a performance-based system in which all students are enabled to reach high academic standards.	A new 9th grade block schedule is permitting integrated thematic instruction with class length potentially equal to the entire instructional day; initial steps taken to integrate our class competencies with the Alaska state standards; and we continue to struggle with learning assessment issues.
Integrate our two major program divisions, academic and residential, to better serve our students.	Administrative structure of the school was reorganized, combining the academic and residential programs under one director of operations and reducing the administrative staff by 50%.
Establish a preventative maintenance program for all physical facilities and equipment.	A computerized preventive maintenance program is now in place generating daily work orders for maintenance personnel.
Decrease the school's level of financial dependence on state funding.	Grant funds have doubled this year and we now have an active school foundation program.

Comments on School's Performance

Students and Parents

Students

- don't give us easy choices
- improvements are needed in dormitory life
- well prepared for college

Parents

- appreciate the structured environment and discipline the school provides
- need to expand the tutorial program
- children will be able to make a good adjustment to college

Parent Involvement

- The Beacon Home, a monthly parent newsletter; now supplemented with a student-prepared video introduction to Mt. Edgecumbe High School.
- The Channel Light, a comprehensive student newspaper published seven times each year.
- Student progress reports eight times per year including comments from each student and all teachers.
- Parent representative on the Mt. Edgecumbe High School Advisory School Board.
- Staff-and parent-initiated phone calls and audio-conferences with parents on a frequent basis.

Other Indicators of School Performance

- Cited by Northwest Regional Educational Laboratory as a school following best teaching practices in an eight-page "Snapshot" research report on Mt. Edgecumbe Hiigh School.

- Selected by the National Education Association as the subject of a thirty minute television show entitled "Building a Community of Learners" and aired nationally on The Learning Channel.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	12	not collected	not collected	1	0.5	This number reflects the percentage of students who entered 9th grade in 1991-92 and graduated in 1995.
1991-92	0	13.9	not reported	1	0.5	
1992-93	26	20.1	86.3	0	0.0	
1993-94	5	19.8	92.9	0	0.0	
1994-95	0	13.1	91.8	0	0.0	95.5

Percent of Students Promoted to the Next Grade

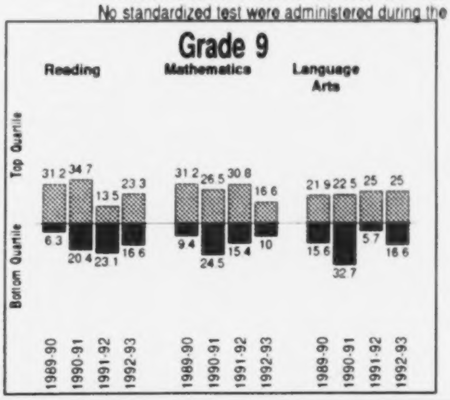
Grade	1	2	3	4	5	6	7	8
1991-92								
1992-93								
1993-94								
1994-95								

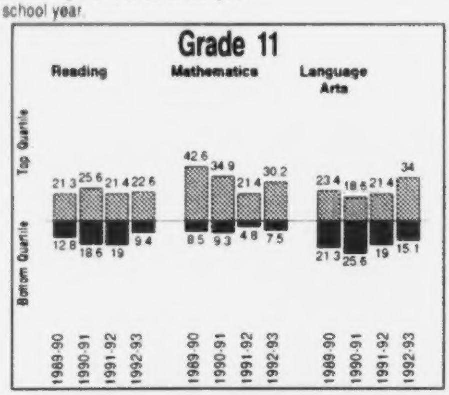
Mt. Edgecumbe High School is a residential 9-12 grade program. Promotion data is reported for grades 1-8 only.

Standardized Test Results - Percent of Students in the Top and Bottom Quartiles on the Science Research Associates Tests

Nationally, 25% of students score in each quartile

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	79	100.0	0	0.0	0	0.0	0	0.0	0	0.0
1990-91	92	100.0	0	0.0	0	0.0	0	0.0	0	0.0
1991-92	94	100.0	0	0.0	0	0.0	0	0.0	0	0.0
1992-93	113	99.2	1	0.8	0	0.0	6	5.3	53	46.9
1993-94	The Science Research Associates Tests were not administered during the 1993-94 school year.									
1994-95	No standardized test were administered during the 1994-95 school year.									





Pursuant to AS 14.03.120 each of the fifty-three school districts, Mt. Edgecumbe High School, and Alyeska Central School submitted to the Department of Education a district *Education Plan* for the 1995-96 school year and have made it available to their publics. During the 1995-96 school year Adak School District did not have students enrolled due to military downsizing. Therefore, the district did not file a 1995-96 education plan. The education plans address the school districts' goals for improving education, plans for achieving district goals, means of measuring achievement of goals, and methods by which students, parents, teachers, and other members of the communities participate.

Even though Alaska represents a diverse population with diverse demographics, similar concerns for improving education are reflected in the education goals, strategies, means of measuring progress and ways of encouraging community participation. These similarities have been summarized within this section of the report. Persons wishing an individual district's complete education plan should contact that district directly. A listing of school district superintendents appears in Appendix H.

Summary of District Goals

AS 14.03.120(a)(1) requires each district to establish district goals for improving education. The education goals reflect the individual district's priorities and needs. Forty-one districts submitted education plans with most of the 1994-95 goals being the same as those from 1993-94. Because a fully-implemented comprehensive goal demands resources, districts have selected as many or as few goals as they deemed appropriate. Table 19 is a summary of the each district's goals as they relate to the eight national goals. The category miscellaneous is for goals that do not fit into one of the eight national goal areas.

State Summary of 1995-96 Education Plans

Table 19
Summary of Education Plans

School District	Goal 1 Ready to Learn	Goal 2 School Completion	Goal 3 Student Achievement and Citizenship	Goal 4 Teacher Education and Professional Development
Adak	n/a	n/a	n/a	n/a
Alaska Gateway			●	●
Aleutian Region			●	
Aleutians East	●			
Alyeska Central				●
Anchorage			●	
Annette Island				
Bering Strait				
Bristol Bay		●	●	
Chatham			●	●
Chugach				●
Copper River			●	●
Cordova			●	
Craig			●	●
Delta/Greely		●	●	
Denali		●	●	
Dillingham			●	
Fairbanks			●	●
Galena		●	●	
Haines			●	
Hoonah				●
Hydaburg			●	●
Iditarod	●	●	●	●
Juneau		●	●	
Kake			●	
Kashunamiut			●	
Kenai Peninsula		●	●	●
Ketchikan			●	
Klawock			●	
Kodiak		●	●	●
Kuspuk		●		
Lake & Pen	●	●	●	●
Lower Kuskokwim		●		
Lower Yukon		●	●	
Mat-Su			●	
Mt Edgecumbe	●	●	●	●
Nenana			●	
Nome	●	●	●	
North Slope			●	
Northwest Arctic			●	
Pelican		●	●	●
Petersburg		●		
Pribilof		●		
Saint Mary's			●	
Sitka		●	●	
Skagway		●		●
Southeast Island			●	
Southwest Region		●	●	
Tanana		●	●	
Unalaska		●	●	
Valdez	●	●	●	●
Wrangell		●	●	
Yakutat	●	●	●	●
Yukon Flats				
Yukon/Koyukuk		●	●	
Yupiit		●	●	

Table 19
Summary of Education Plans

Goal 5 Mathematics and Science	Goal 6 Adult Literacy and Lifelong Learning	Goal 7 Safe, Disciplined, and Alcohol-and Drug free Schools	Goal 8 Parental Participation	Miscellaneous
n/a	n/a	n/a	n/a	n/a
●		●	●	●
●			●	
	●		●	●
		●	●	
	●			
				●
				●
●	●			●
	●			●
	●			
	●	●	●	●
	●	●		●
	●	●		●
	●	●	●	●
	●	●	●	●
	●		●	
	●		●	●
				●
	●	●	●	●
●	●	●	●	
	●	●		
	●	●		
		●		
	●	●		●
	●	●		
	●	●	●	
		●	●	
	●		●	
●	●	●	●	●
				●
	●	●		●
●	●	●	●	●
				●
	●	●		●
	●		●	
				●
	●	●	●	●
	●	●		●
	●	●		●
	●	●	●	
	●			●
	●			
	●			
		●	●	
	●		●	
●	●	●	●	●
	●			●
●	●	●	●	●
●			●	●

Appendix A - Summary of Environmental Education Plans

Environmental Education

AS Sec 14.03.120(c)(7) requires school districts to submit a summary and evaluation of their environmental education curriculum. AS 14.30.380 states: *The board shall encourage each school board to initiate and conduct a program of environmental education for kindergarten through grade 12. The program should include, but is not limited to education regarding the need to balance resource development with environmental safeguards, the dependence of the state on resource development, and the opportunity for pollution prevention, waste reduction, and recycling. A school board may implement environmental education as part of regular classroom studies.*

The districts' report on environmental education involvement ranged from no separate environmental education curriculum to a comprehensive curriculum. The following information provides a short summary of each district's environmental education program.

- **Adak Region Schools** - not applicable

- **Alaska Gateway School District** provides courses whose topics focus on environmental education or natural resources conservation. The three major goals of the Alaska Gateway School District's environmental education curriculum include: 1) how the earth changes because of plate tectonics, earthquakes, volcanoes, and erosion, etc; 2) the use of science to understand and describe the local environment; and 3) the interdependence between living things and their environment.

- **Aleutian Region Schools** follows a comprehensive environmental education curriculum which focuses on environmental education and natural resources conservation. Instruction is provided for students grade 7-12. The district's three major goals are: 1) to safegaurd the environment ensuring resource development; 2) to prevent over use of resources; and 3) to protect sea mammals, birds, crustaceans, and fish populations.

- **Aleutians East Borough Schools** and the Aleutian Region schools entered into a cooperative agreement for the provision of environmental education. The K-12 environmental education curriculum includes: 1) defense of fisheries from regulators; 2) natural resource and habitat protection; and 3) politics of fishery management and governance.

- Although **The Anchorage School District** does not have a separate environmental education curriculum, it provides courses whose topics focus on environmental education or natural resource conservation. Three major goals for environmental education are: 1) to help students understand that environmental issues should not be considered in isolation from economic and developmental issues; 2) to promote waste reduction, pollution prevention, and recycling; and 3) to help students understand that the environment is more than, but includes, our backyard and community.

- **Annette Islands School District** does not have a separate environmental education curriulum; however the following are incorporated into the school curriculum: 1) marine/aquatic fishing; 2) wildlife management; and 3) forestry and local economy.

- **Bering Strait School District** does not have a separate environmental education curriculum. Instead, environmental education is integrated into the science curriculum in grades kindergarten through twelve. This curriculum is currently being revised with input from parents and staff members. All schools are encouraged to develop students' awareness, knowledge, and concern about the world, national, state, and local environmental issues. The assessment of this curriculum is done within each classroom as a part of assessing general science concepts.

- **Bristol Bay Schools** does not have a separate environmental studies course; however these concepts are taught as a component to many of the science courses. In general science, students are exposed to the concepts of energy, how it is used, availability, dangers associated with it, and renewables. In Earth Science, students gain an awareness of stewardship by finding that most minerals are in finite supply and how man affects the various forces at work on earth's surface. Biology I and II provides a good framework for emphasizing the concepts of ecology and applying them to what is happening, environmentally, around the earth.

- **Chatham School District's** major goals in the environmental education curriulum are to: 1) foster attitudes of responsibility toward the environment and provide students with the knowledge and skills needed to make environmental and resource decisions; 2) understand basic ecological principles and appreciate the interrelated nature of living processes, the effect of human activities on ecological relationships, and the interdependence of humanity and nature; and 3) increase students' understanding of science and the interdependence of living things through the study of endangered species in local habitats.

- **Chugach School District** has integrated environmental issues across the curriculum. Local events focusing on the environment have been used to teach a wide range of skills. Environmental concepts are built around these headings: 1) the earth's environment and how man can alter the environment; 2) man's responsibility to future generations regarding the environment; and 3) specific understanding of the food chain and how slight changes in the environment can impact that material balance.

- The three major goals of the **Copper River School District's** environmental education are: 1) to emphasize environmental education regarding indigenous flora and fauna; 2) to generate interest in the life science vocational areas; and 3) to instill a better understanding of the interrelationships of various species.

- In the **Cordova City School District** the elementary school is involved with local environmental and ecological studies at all grade levels during the month of May. Our program is an extension of the Sea Week program. We use an integrated thematic approach. Students research specific topics, go on field trips, listen to local experts, and write reports. All elementary students learn about the environment as they attend a special monthly class held at the local community college. Environmental education is integrated into several courses at the junior/senior high level (i.e. Modern Problems, Marine Biology, Marine Technology, Earth Science, Civics, and Alaska Studies).

- The three major goals in environmental education for **Craig City Schools** are: 1) students have knowledge of diverse ecosystems; 2) students realize the use of and need for wise management of natural resources; and 3) students are aware of global environmental issues and work to solve local environmental challenges.

- **Delta Greely District** follows a Board-adopted environmental education curriculum. The curriculum is targeted to grades 9-12. The three major goals are: 1) to create awareness of environmental problems locally, regionally, and globally; 2) to investigate scientific applications in environmental protection and resource management; and 3) to develop a resource management plan. Students are assessed through writing assignments and projects.

- Environmental education is imbedded in the district's K-12 social studies and science curriulum. The district also offers high school elective courses in science. The three major goals of **Denali School Districts'** curriculum are: 1) students will understand the relationship and interactions of people and communities with the environment; 2) students will understand how resource development needs and environmental conservation needs are related/balanced; and 3) students will become responsible consumers.

- **Dillingham City School District's** goals in environmental education are: awareness; conservation; and individual and group responsibility. Instruction is given in K-10 grades. Students have been actively involved in projects such as recycling of cans, paper and cardboard. Emphasis is placed on pollution, waste reduction, wildlife populations, habitat and marine aquatics and fishing.

- In **Fairbanks North Star Borough School District** environmental education is a part of both the science and social studies curricula. The relationship between human activity and the environment is investigated in grades K-12. Contemporary environmental problems and issues such as over-population, waste disposal, vanishing wildlife and wilderness areas, and mineral resource depletion, are topics of study. Emphasis is placed on how these topics apply to the Alaskan environment.

- **Galena City Schools** provides courses whose topics focus on environmental education or natural resources conservation. Three major goals of Galena City Schools' environmental education curriculum are: 1) to create an awareness and understanding of our actions and impacts on our surroundings; 2) to blend traditional beliefs with western service; and 3) to integrate vocational possibilities with local employment.

- The **Haines Borough School District** follows a Board-adopted, comprehensive environmental education curriculum. The goals are: 1) to understand the dependence of every person upon natural resources both those that are found in our bio-region and those that are imported into the region; 2) to explore the bio-regions, including the geography, geology, ecology, culture, and economy; 3) to recognize the global scale and complexity of natural resources; and 4) to demonstrate respect for Native people as the original inhabitants of this bio-region and their ways of using the land and its natural resources.

- Although **Hoonah City School District** does not have a separate environmental education curriculum, it provides courses in grades K-10 whose topics focus on environmental education or natural resources conservation. Three major goals of Hoonah City School's environmental education curriculum are: 1) to teach students respect for the environment; 2) to teach students how the environment is interrelated; and 3) to teach how man impacts the environment.

- Environmental education is a high priority in the

Appendix A - Summary of Environmental Education Plans

Hydaburg Schools. Thematic units of study begin at the elementary level and environmental education is integrated into all areas of science during the middle and high school years. Elementary teachers work cooperatively to provide age-appropriate instruction in conservation, ecosystems, water cycles, nature walking, recycling, marine and fresh water life studies. Middle school students are provided with "hands-on" experience, including water sampling, pollution clean up projects, and information on fish production. At the high school level, advanced classes in Biology are available with specific lessons on ecology.

▪ Environmental education is integrated in everything that we teach in the **Iditarod Schools**. Thematic, integrated units that involve the local culture and community include the surrounding environment as a key part of the lesson, because the environment is so intricately attached to the village lifestyles. The Division of Forestry and Innoko Wildlife Refuge have teamed with the school district to build and operate an outdoor science camp to study the environment in a natural setting. Students love participating in the camp.

▪ The **Juneau City School District** provides courses whose topics focus on environmental education or natural resources conservation in grades K-12. The three major goals are: 1) to equip Juneau students with knowledge concerning local, regional, state, national, and international environmental features and issues; 2) to promote active, experiential learning within the local/regional environment; and 3) to foster responsible decision-making and stewardship for the environment within all Juneau students. Students are involved in major recycling efforts, community spring cleanup, and debates on environmental issues and law-related aspects of environmental decisions.

▪ **Kake City Schools** provide environmental education in grades K-10. Emphasis is placed on: 1) pollution prevention; 2) natural relationships; and 3) subsistence.

▪ **Kashunamiut School District** provides courses whose topics focus on environmental education or natural resources conservation in grades K-12. The three major goals of the district are: 1) to introduce the interrelationship of life and the biosphere; 2) to develop an appreciative view of the environment; and 3) to provide alternatives to be used in solving environmental problems and the community's stake in this.

▪ The **Kenai Peninsula Borough School District** includes environmental education issues in courses throughout the school district; however, a comprehensive K-12 environmental education curriculum is not in place. A $5,000 Environmental Protection Agency grant was received to develop an environmental education curriculum for infusion into existing curriculua through interdisciplinary, thematic units at each grade level, K-6. The goals of the curriculum are: 1) to balance resource development with environmental safegards; 2) to show dependence of the state on resource development; and 3) to create opportunity for pollution prevention, waste reduction and recycling.

▪ **Ketchikan Gateway Borough School District** does not have a seperate environmental education curriculum; however, courses whose topics focus on environmental education or natural resources conservation are provided in grades 7-12. The focus of these courses includes studies on: 1) balance of resource development with environmental safegards; 2) dependence of the state on resource development; and 3) endangered species and biodiversity.

▪ **Klawock** uses a variety of formats and community resources to broaden students' awareness of environmental issues facing Alaskans. A new integrated environmental curriculum is being developed in Klawock Schools by parents, staff and the University of Alaska Southeast featuring the Karst and caves of Southeast Alaska. This curriculum will incorporate a unit already taught in Klawock's 8th grade and expand the program into other grade levels. This pilot curriculum should be available in the spring of 1996.

▪ **Kodiak Island Borough School District** provides courses incorporated into the science curriculum whose topics focus on environmental education or natural resources conservation. The district also has a separate environmental education curriculum at Kodiak High School for grades 11 and 12. The three goals for the environmental education curriculum include: 1) environmental problem solving; 2) human relationship to the environment; and 3) community action project/working with the community.

▪ **The Kuspuk School District** does not have a separate environmental education curriculum. We do provide courses whose topics address environmental education or natural resources conservation. Currently this subject is a domain in our recently adopted K-12 health curriculum. One of its goals and sixteen objectives relate to environmental education. We are in the process of writing a new K-12 science curriculum which also includes this subject. It is difficult to assess to what extent environmental issues/goals are being met since there is no district assessment of environmental education at this time.

- **Lake and Peninsula School District** contains environmental education in grades K-12. Learner outcomes are integrated into the life, earth, and physical science areas of the district science curriculum. The district's health curriculum also encompasses environmental education. Current Health I, and Current Health II, a monthly newsletter, is utilized for students in grades 6-12. The highlights include such topics as hazardous waste disposal, global warming, genetically engineered foods, wetlands, and environmental risks.

- The **Lower Kuskokwim School District** supports environmental education in its science and social studies curriculum. Site administrators were surveyed about the emphasis placed on various environmental topics and established goals for environmental education. Their overall assessment on our progress in meeting these goals was an "average" rating. The goals of environmental education are: 1) to educate students in the wise use and care of natural resources and environment; 2) to involve the elders and other resources in the teaching of our science curriculum; and 3) keeping our villages clean.

- Environmental education is provided in the **Lower Yukon School District** through the vehicles of various courses and classroom experiences. The major goals are: 1) to make students aware of local endangered and threatened species; 2) to make students aware of environmental pollution; and 3) to make students aware of global issues. Instruction relates to the local communities, state, nation, and the world. Students are implementing their ecological concepts by applying it both in and out of school on a twelve-month basis. In addition, LYSD is using resources both at local sites and within the state. To facilitate this, LYSD envisions providing a spiraling sequential environmental education curriculum for K-12 in the near future.

- In the Matanuska-Susitna School District integrated environmental education is found in social studies, language arts and science as evidenced in Alaska Wildlife Week materials, Fish and Wildlife Service curriculum, e.g., Fire Curriculum/Goose Curriculum, individual teacher units using environmental education themes for interdisciplinary work, Project Wild (K-12), Project Learning Tree (K-8), Alaska Minerals Kit (4-8), CEPUP, ChemCom, Outdoor Education, and Salmon Egg Project.

- **Nenana City Schools** does not have a separate environmental curriculum. However, environmental education is routinely provided in grades K-12. Three major goals of the district's environmental curriculum are: 1) to develop an awareness, appreciation, and value of Alaska's natural resources; 2) to understand basic river ecology and man's relationship with the river; and 3) to appreciate local cultures and their relationship with the environment.

- **Nome City Schools** provide courses whose topics focus on local environment-based science curriculum in grades K-6. Environmental education is also offered in grades 7-11. The goals of the programs are to teach: 1) students about conservation of the tundra and sea; 2) man's impact on the environment and our dependence on natural resources in the area including subsistence; and 3) skills related to careers in environmental protection.

- The **North Slope Borough School District** does not have a separate environmental education curriculum; however, environmental education is routinely provided in grade 12. The major goals are: 1) students will have awareness of and appreciation for the importance of the interrelationship between man and environment; 2) students will become aware of and implement environmentally sound practices; and 3) students will identify sources of pollution in their communities and develop plans to alleviate these sources.

- **Northwest Arctic Borough School District** does not have a separate environmental education curriculum. Environmental education is incorporated in the science curriculum at each grade level.

- **Pelican City Schools** follows a board-adopted environmental education curriculum in grades K-12. Three major goals of the environmental education curriculum are: 1) to learn how to recycle and use biodegradable material; 2) to increase understanding of basic ecological principles and appreciation of the interrelated nature of living processes; and 3) to increase understanding of science and the interdependence of living things. Highlights this year included studying the interrelationship among human, animal and plant life, learning the ways plants and animals can heal and strengthen bodies and minds.

- Every elementary grade in the **Petersburg City School District** is involved with Sea Week during the month of May. Sea Week celebrates the interrelationship of the ocean with its plant and animal life and the people of Petersburg. The school's main hall is transformed into an underwater scene. Middle school efforts are made to integrate ecological issues with all classes, particularly science and social studies. High school student council directs the recycling of pop cans as an on-going schoolwide project; and other concepts of ecology are incorporated into the overall curriculum.

- **Pribilof Schools** provides a comprehensive environmental education curriculum in grades K-12. The three major goals of the district's environmental education curriculum include: 1) protection of seal/ bird population; 2) rat prevention; and 3) stewardship.

- **St. Mary's School District** provides courses whose topics focus on environmental education or natural resources conservation in grades K-10. The three major goals are: 1) to study ecosystems; 2) to increase understanding of the local tundra environment; and 3) to study relevant and current environmental problems.

- In **Sitka Borough Schools** environmental goals and objectives are aligned with the K-12 science and social studies curricula. The focus is on local environmental issues and current topics. The primary grades emphasize marine ecology and beach habitats; intermediate grades emphasize economic development and ecological interdependence of S.E. Alaska; middle school emphasizes mining, geology, interdependence of marine and aquatic ecosystems with economic dependence; and high school emphasis includes marine and natural resource development, environmental careers, and biodiversity.

- **Skagway City School District** does not have a separate environmental education curriculum; however we provide courses whose topics focus on environmental education or natural resources conservation in grades K-5, 7-8, and 10-12. The major goals are: 1) to create an awareness of local and Alaska environmental issues; 2) to study development versus conservation issues; and 3) to develop responsible, knowlegeable citizens.

- **Southeast Island School District's** environmental education program is integrated throughout its science and social studies curriculum. There is strong emphasis on forest and marine ecology as well as field-based studies.

- **Southwest Region School District** provides courses in grade 9 whose topics focus on environmental education or natural resources conservation. Three major goals of environmental education are: 1) to demonstrate respect, concern, and care for the environment; 2) to demonstrate an understanding of the fragile nature of the ecosystems that surround us; and 3) to demonstrate an understanding of the long-term consequences of continuing the social industrial practices of current human endeavors.

- **Tanana City Schools** provides courses whose topics focus on environmental education or natural resources conservation in grades K-12. The three major goals are: 1) to identify common Alaskan marine life important to the Tanana geographical area; 2) to identify major food chain and life cycles of the tundra biome: 3) to indentify and understand our geographical region, climatic life cycle and the cause.

- In the **Unalaska City School District**, the King Street Recycling receives Alaskans for Litter Prevention & Recycling (ALPAR) award for "1994 Leadership in Education"; participation on Green Star panels on recycling for rural communities. Hatchery Management Program offers students a hands-on experience running their own fish hatchery; K-6 month long unit revolving around Sea Week. Pilot site for the Imaginarium unit Arctic Ecology; Alaska Science Technology Foundation grant supported the identification and cataloging of Aleutian algae.

- **Valdez City School District** provides courses whose topics focus on environmental education or natural resources conservation for grades K-12.

- **The Wrangell City School District** embeds specific outcomes related to environmental education, care, etc. directly into our curriculum. This includes specific school-sponosred summer camp and program in grades K-8 and 10-11. The major goals are: 1) to provide sound comprehensive information and child development related to environment; 2) to provide opportunity and support for adolescents to play meaningful leadership roles in environmental education; and 3) to involve the community in use of local environment in school environmental education.

- **Yakutat** - information not reported.

- **Yukon Flats School District** follows an integrated environmental education curriculum. Environmental Education is taught in grades K-12. The major goals of our district are: 1) to inform students about their environment; 2) to develop knowledge of how to care for the environment and preserve it; and 3) to understand the concept of renewable and nonrenewable resources.

- **Yukon/Koyukuk Schools** follow a board-adopted environmental education curriculum in grades K-12. The district's environmental education program is a component of the social studies, science and fisheries curriculum. Emphasis this year focused on studying the interrelationships between protection of the environment, resource development and its effect on wildlife populations, habitat and wildlife management. Highlights included the caribou project, camping and subsistence activities, forestry, and extractive projects.

- **Yupiit School District** provides courses whose topics are primarily environmental education or natural resources conservation for grades K-12. The three major goals for the district's environmental education curriculum include: 1) students will collect valid environmental data using prescribed scientific protocol; 2) students will share environmental data with scientists via the Internet; and 3) students will interpret their data and other data received from the Internet and make conclusions about the environmental health of the world.

- **Alyeska Central School** does not have a separate environmental education curriculum. Environmental science concepts are integrated across the curriculum and within the framework of the regular science courses in grades 1-10.

- **Mt. Edgecumbe High School** continues to include environmental education throughout their curriculum. Present examples include a new environmental science class developed in part through a grant from the National Science Foundation and part of a larger University of Alaska program to prepare waste water treatment operators; a 9th grade integrated learning project on the rain forest; and marine biology students helping a researcher conduct studies on humpback whales in Sitka Sound.

Appendix B - Selected Data Four Year Comparisons

Selected Data Four Year Comparisons
FY92 thru FY95

	FY92	FY93	FY94	FY95	FY92-95 % Change
ATTENDANCE RATE	93.5	93.1	93.2	93.2	-0.32%
AVERAGE DAILY MEMBERSHIP	115,641	119,201	121,430	122,511	5.94%
PUPIL TEACHER RATIO (All teachers)	16.2:1	16.4:1	16.9:1	17.0:1	4.94%
AVERAGE SALARY (All teachers)	44,674	46,032	46,263	47,565	6.47%
AVERAGE SALARY (Central Office)	71,425	74,835	72,212	75,919	6.29%
Includes Supt./adm services support					
OPERATING REVENUES					
Foundation	559,413,926	576,592,835	590,388,089	599,770,360	7.21%
Local Sources	199,638,015	206,164,174	214,224,996	226,505,214	13.46%
Impact Aid[1]	62,973,332	104,125,609	77,451,564	68,402,927	8.62%
Other (State)[1]	21,531,977	17,782,519	10,475,637	12,155,393	-43.55%
Other (Federal)[1]	1,703,961	997,518	623,414	731,974	-57.04%
TOTAL REVENUE	845,261,211	905,662,655	893,163,700	907,565,868	7.37%
TOTAL REVENUE/STUDENT	7,309	7,598	7,355	7,408	1.35%
OPERATING EXPENDITURES					
Instruction	493,432,145	517,724,951	541,300,153	547,606,514	10.98%
Pupil Support	44,161,253	45,688,420	48,173,688	48,944,537	10.83%
Administration	120,486,921	121,222,727	121,867,803	124,533,949	3.36%
Operation & Maintenance	143,529,499	144,647,063	145,883,595	152,356,476	6.15%
Other	29,899,279	33,583,869	31,273,030	35,348,986	18.23%
TOTAL EXPENDITURES	839,974,371	870,507,189	896,307,252	916,819,597	9.15%
TOTAL EXPENDITURES/STUDENT	7,264	7,303	7,381	7,483	3.01%

[1] Year to year fluctuations may be due to policy changes in program administration

Appendix C - Staff FTE, Salaries and Pupil:Teacher Ratio

1994-95 Staff FTE[1], Salaries and Pupil:Teacher Ratio
Adak - Kuspuk

	Total FTE						Average Salary					
	Classroom Teachers	All Teachers[3]	Instructional Aides[4]	Building Administrators	Central Office Staff	Specialists	Classroom Teachers	All Teachers	Building Administrators	Central Office Staff	Specialists	Pupil:Teacher Ratio[5]
Adak Region	0.0	0.0	0.0	0.0	2.0	0.0	0	0	0	87,885	0	0.0
Alaska Gateway	38.2	40.4	18.0	3.1	2.0	3.0	48,537	48,891	64,603	68,500	67,206	14.0:1
Aleutian Region[2]	3.0	3.0	3.5	0.0	0.0	0.0	43,010	43,010	0	0	0	6.0:1
Aleutians East	35.2	37.0	7.8	2.4	2.0	1.1	47,145	47,488	67,807	73,543	45,915	10.4:1
Anchorage	2416.1	2432.1	427.0	120.0	11.0	375.0	47,034	47,061	70,809	82,624	51,085	19.0:1
Annette Island	32.5	33.5	9.0	2.0	1.0	4.5	43,628	43,554	72,331	85,000	46,548	12.9:1
Bering Strait	136.0	142.5	97.0	18.0	7.0	9.0	39,875	40,070	64,844	76,600	58,668	11.8:1
Bristol Bay	23.9	23.9	4.9	1.1	2.0	2.0	45,874	45,874	63,751	69,194	47,539	11.3:1
Chatham	23.8	29.5	6.9	1.4	2.1	0.0	44,708	46,222	60,779	70,022	0	13.7:1
Chugach	8.6	9.5	3.4	2.4	2.0	0.1	40,782	40,957	43,431	70,000	42,571	15.5:1
Copper River	40.7	40.7	14.5	3.4	1.8	2.4	45,111	45,111	68,733	72,444	47,490	15.3:1
Cordova	34.8	34.8	5.5	1.5	1.5	1.0	52,120	52,120	78,435	68,665	59,899	15.2:1
Craig	20.5	22.8	6.1	1.0	2.0	1.8	46,085	46,014	60,380	67,923	46,250	19.4:1
Delta/Greely	63.8	64.8	13.3	3.0	3.0	5.0	46,496	46,434	68,904	69,572	49,227	15.3:1
Denali	28.6	28.9	4.8	2.1	2.0	1.5	46,971	46,859	69,738	76,597	50,991	13.5:1
Dillingham	43.3	43.3	13.0	1.0	2.5	5.0	47,825	47,825	65,088	67,751	46,519	11.5:1
Fairbanks	882.9	882.9	153.0	40.0	11.0	124.1	47,659	47,659	67,486	72,845	44,793	17.5:1
Galena	15.5	15.5	2.0	1.0	1.0	2.5	39,551	39,551	60,000	81,000	43,791	9.3:1
Haines	30.7	30.7	3.0	2.0	1.0	2.5	42,280	42,280	61,101	68,589	50,096	13.4:1
Hoonah	21.5	21.5	5.5	1.0	1.0	0.5	48,882	48,882	67,670	81,000	54,554	12.0:1
Hydaburg	11.5	12.0	2.0	0.6	1.0	0.0	40,331	42,229	55,757	65,000	0	9.4:1
Iditarod	35.1	35.1	10.5	5.0	2.5	1.0	48,039	48,039	61,508	67,191	40,203	11.9:1
Juneau	285.8	285.8	78.8	13.0	5.0	34.7	56,022	56,022	72,292	84,870	63,367	18.9:1
Kake	14.9	15.1	4.0	1.0	1.0	1.8	45,729	45,766	57,000	72,440	43,958	12.4:1
Kashunamiut	17.1	17.1	7.0	0.7	1.2	1.2	42,743	42,743	80,025	65,961	55,128	13.4:1
Kenai	605.6	611.3	99.3	36.5	15.3	98.7	45,497	45,503	67,658	66,349	46,762	16.8:1
Ketchikan	145.5	154.5	21.0	8.0	3.0	14.0	49,368	49,339	69,939	73,159	58,333	18.8:1
Klawock	17.3	18.3	3.0	1.0	1.0	1.0	49,752	48,628	55,000	75,210	43,449	12.0:1
Kodiak Island	160.1	160.1	46.9	10.9	3.0	16.8	48,844	48,844	70,682	83,717	53,860	16.9:1
Kuspuk	38.4	44.6	16.8	3.9	2.1	3.0	48,750	48,943	63,944	76,791	61,231	11.7:1

Notes:

1 Staff FTE is reported on the basis of the 1994-95 certified and classified staff accounting reports prepared by the individual districts.

2 Aleutian Region shares administrative services with Unalaska.

3 The category of All Teachers includes classroom teachers, visiting teachers, head teachers and remedial specialists. The same FTE values for classroom teachers and all teachers indicates there are only classroom teachers for this district. Category definitions are found in the Glossary.

4 Salary information is not collected for this classification.

5 Pupil:Teacher Ratio is calculated by dividing the average daily membership as reported on the foundation report by the FTE of all teachers.

1994-95 Staff FTE[1], Salaries and Pupil:Teacher Ratio
Lake and Peninsula - Yupiit, State Operated Schools and Statewide Totals

	Total FTE						Average Salary					
	Classroom Teachers	All Teachers [3]	Instructional Aides [4]	Building Administrators	Central Office Staff	Specialists	Classroom Teachers	All Teachers	Building Administrators	Central Office Staff	Specialists	Pupil Teacher Ratio [5]
Lake & Peninsula	41.1	50.5	18.4	6.0	5.7	9.3	42,026	42,792	55,696	78,789	51,715	12.4 :1
Lower Kuskokwim	236.9	236.9	83.2	21.6	4.5	26.0	50,356	50,356	76,430	83,184	56,442	12.9 :1
Lower Yukon	126.6	128.1	91.0	12.2	8.0	14.0	50,864	50,913	69,815	71,226	52,632	12.8 :1
Mat-Su	671.0	671.0	118.0	34.1	5.0	97.5	46,971	46,971	69,363	83,470	48,569	17.7 :1
Nenana	17.7	18.5	2.0	1.0	1.0	1.0	43,730	43,762	58,440	70,000	46,009	9.2 :1
Nome	51.6	51.6	11.3	2.6	1.8	4.0	46,717	46,717	72,101	69,240	50,196	13.6 :1
North Slope	143.0	145.0	94.0	14.0	4.0	21.5	55,405	55,340	89,771	107,422	63,829	11.9 :1
Northwest Arctic	121.0	122.0	91.0	12.5	4.0	12.5	48,789	48,830	77,492	84,543	57,769	15.5 :1
Pelican	5.4	5.4	0.9	0.4	0	0.3	45,089	45,089	58,000	0	53,479	8.3 :1
Petersburg	47.1	47.1	15.4	2.0	1.6	3.2	44,924	44,924	63,074	66,223	54,869	16.1 :1
Pribilof	17.0	17.0	10.0	1.0	1.0	0.0	45,534	45,534	44,557	93,000	0	10.7 :1
Saint Mary's	8.2	8.7	2.0	0.0	1.0	0.0	43,838	43,268	0	76,000	0	13.2 :1
Sitka	104.8	105.8	20.5	5.0	3.0	5.0	47,776	47,865	66,394	69,757	54,899	17.5 :1
Skagway	12.7	13.7	1.3	0.0	1.0	0.0	42,619	41,776	0	68,000	0	10.0 :1
Southeast Island	30.9	34.9	22.5	2.1	2.2	2.3	47,667	47,215	62,390	78,730	47,775	12.4 :1
Southwest Region	56.0	56.0	35.0	5.4	3.0	10.6	46,903	46,903	63,403	77,467	57,042	10.2 :1
Tanana	10.2	10.2	0.8	0.4	1.0	0.7	46,937	46,937	60,000	69,616	58,563	10.0 :1
Unalaska [2]	25.0	25.0	6.8	1.0	2.6	3.0	46,015	46,015	68,175	81,060	53,467	14.2 :1
Valdez	54.3	57.0	11.0	2.4	1.6	6.5	53,386	53,687	77,641	89,374	61,789	16.6 :1
Wrangell	36.2	36.2	14.5	2.0	1.0	2.0	43,693	43,693	65,000	76,000	53,083	15.7 :1
Yakutat	13.9	13.9	4.9	0	1.0	0.6	46,053	46,053	0	70,404	48,713	12.0 :1
Yukon Flats	42.5	43.5	39.0	3.0	2.0	1.0	43,366	43,598	64,000	86,128	54,387	9.5 :1
Yukon/Koyukuk	48.7	51.7	34.0	6.9	5.0	6.5	47,421	47,644	63,415	78,152	49,170	12.1 :1
Yupiit	28.5	28.5	27.0	3.5	3.5	5.5	40,889	40,889	63,286	74,738	46,045	12.9 :1
District Totals	**7,180.9**	**7,269.1**	**1,841.8**	**425.9**	**157.3**	**946.1**	**47,533**	**47,550**	**69,562**	**76,222**	**50,872**	16.8 :1
Alyeska Central	23.0	23.0	0.0	0.0	3.0	2.0	52,133	52,133	0	63,808	42,892	64.2 :1
Mt. Edgecumbe	13.5	13.5	0.0	1.0	2.0	5.0	48,323	48,323	75,444	70,248	46,510	20.9 :1
Statewide Totals	**7,217.4**	**7,305.6**	**1,841.8**	**426.9**	**162.3**	**953.1**	**47,549**	**47,565**	**69,576**	**75,919**	**50,833**	17.0 :1

Notes:

1 Staff FTE is reported on the basis of the 1994-95 certified and classified staff accounting report prepared by the individual districts.

2 Unalaska shares administrative services with Aleutian Region.

3 The category of All Teachers includes classroom teachers, visiting teachers, head teachers and remedial specialists. The same FTE values for classroom teachers and all teachers indicates there are only classroom teachers for this district. Category definitions are found in the Glossary.

4 Salary information is not collected for this classification.

5 Pupil:Teacher Ratio is calculated by dividing the average daily membership as reported on the foundation report by the FTE of all teachers.

Appendix D - Operating Revenues and Area Cost Differential

1994-95 Operating Revenues and Area Cost Differential
Adak - Kuspuk

	Foundation		Local Sources		Impact Aid		Other (State)		Other (Federal)		Total Revenue	Area Cost Diff.
	Dollars	%	Dollars	%	Dollars	%	Dollars	%	Dollars	%	Dollars	
Adak Region	0	0.0	197,227	8.2	2,205,985	91.5	6,400	0.3	0	0.0	2,409,612	1.27
Alaska Gateway	4,916,797	85.0	118,915	2.1	678,217	11.7	70,000	1.2	0	0.0	5,783,929	1.19
Aleutian Region	563,748	83.5	2,447	0.4	108,866	16.1	0	0.0	0	0.0	675,061	1.31
Aleutians East	3,577,702	63.2	814,134	14.4	1,263,240	22.3	4,726	0.1	0	0.0	5,659,802	1.31
Anchorage	179,920,319	67.3	75,476,696	28.2	10,353,428	3.9	1,251,644	0.5	266,940	0.1	267,269,027	1.00
Annette Island	1,373,918	38.0	95,061	2.6	1,528,066	42.2	176,034	4.9	447,219	12.4	3,620,298	1.03
Bering Strait	14,408,678	68.1	1,136,185	5.4	5,518,633	26.1	100,061	0.5	8,544	0.0	21,172,101	1.39
Bristol Bay	1,524,507	44.8	1,260,479	37.0	619,642	18.2	1,512	0.0	0	0.0	3,406,140	1.27
Chatham	2,628,517	74.5	116,878	3.3	782,194	22.2	0	0.0	0	0.0	3,527,589	1.03
Chugach	1,577,779	86.4	30,047	1.6	215,916	11.8	0	0.0	2,603	0.1	1,826,345	1.14
Copper River	5,223,578	95.9	61,808	1.1	160,595	2.9	1,821	0.0	0	0.0	5,447,802	1.14
Cordova	2,581,326	71.4	747,848	20.7	51,700	1.4	234,950	6.5	0	0.0	3,615,824	1.11
Craig	2,280,239	70.2	686,654	21.1	116,242	3.6	163,482	5.0	0	0.0	3,246,617	1.03
Delta/Greely	5,646,127	82.1	95,563	1.4	1,035,523	15.1	96,660	1.4	0	0.0	6,873,873	1.16
Denali	3,187,313	88.3	146,350	4.1	35,234	1.0	237,866	6.6	934	0.0	3,607,697	1.23
Dillingham	2,948,190	58.9	924,718	18.5	736,144	14.7	399,421	8.0	0	0.0	5,008,473	1.27
Fairbanks	62,315,631	63.7	25,621,059	26.2	8,045,679	8.2	1,827,629	1.9	0	0.0	97,809,998	1.04
Galena	1,386,517	62.0	218,001	9.7	457,395	20.5	174,474	7.8	0	0.0	2,236,387	1.30
Haines	2,055,774	65.3	1,050,096	33.4	38,564	1.2	2,221	0.1	0	0.0	3,146,655	1.05
Hoonah	1,859,363	47.4	565,512	14.4	1,372,932	35.0	126,270	3.2	0	0.0	3,924,077	1.08
Hydaburg	978,849	72.0	225,226	16.6	41,887	3.1	112,679	8.3	0	0.0	1,358,641	1.03
Iditarod	5,193,156	84.9	106,601	1.7	804,820	13.2	10,000	0.2	0	0.0	6,114,577	1.33
Juneau	22,284,407	62.8	12,870,851	36.3	66,157	0.2	265,914	0.7	0	0.0	35,487,329	1.00
Kake	1,426,248	59.1	413,785	17.1	573,704	23.8	0	0.0	0	0.0	2,413,737	1.03
Kashunamiut	1,728,969	61.9	79,353	2.8	780,044	27.9	206,180	7.4	0	0.0	2,794,546	1.33
Kenai	44,172,691	62.0	26,666,240	37.4	139,321	0.2	255,528	0.4	0	0.0	71,233,780	1.00
Ketchikan Gateway	9,624,799	58.7	6,702,379	40.9	10,494	0.1	60,093	0.4	0	0.0	16,397,765	1.00
Klawock	1,522,910	61.8	369,900	15.0	387,145	15.7	184,227	7.5	0	0.0	2,464,182	1.03
Kodiak	12,330,684	64.5	3,574,587	18.7	2,272,867	11.9	927,910	4.9	0	0.0	19,106,048	1.09
Kuspuk	4,759,302	81.7	131,527	2.3	932,868	16.0	0	0.0	0	0.0	5,823,697	1.33

Note: The percent (%) columns represent the percent of the total revenue.

1994-95 Operating Revenues and Area Cost Differential
Lake and Peninsula - Yupiit, State-Operated Schools and Statewide Totals

	Foundation		Local Sources		Impact Aid		Other (State)		Other (Federal)		Total Revenue	Area Cost Diff.
	Dollars	%	Dollars	%	Dollars	%	Dollars	%	Dollars	%	Dollars	
Lake & Peninsula	6,747,171	71.2	1,323,083	14.0	1,410,457	14.9	0	0.0	0	0.0	9,480,711	1.31
Lower Kuskokwim	32,863,714	81.3	810,463	2.0	6,352,717	15.7	376,351	0.9	0	0.0	40,403,245	1.42
Lower Yukon	11,558,409	64.6	643,229	3.6	5,680,957	31.8	0	0.0	0	0.0	17,882,595	1.35
Mat-Su	55,397,871	75.9	17,445,742	23.9	60,949	0.1	46,700	0.1	0	0.0	72,951,262	1.00
Nenana	1,497,731	82.7	107,734	6.0	1,914	0.1	203,090	11.2	0	0.0	1,810,469	1.20
Nome	4,726,110	72.7	1,321,513	20.3	110,819	1.7	338,552	5.2	0	0.0	6,496,994	1.34
North Slope	10,187,946	24.6	27,833,344	67.1	3,463,044	8.3	0	0.0	0	0.0	41,484,334	1.45
Northwest Arctic	16,346,907	74.6	2,578,261	11.8	2,988,470	13.6	0	0.0	0	0.0	21,913,638	1.45
Pelican	544,061	81.8	58,275	8.8	0	0.0	63,110	9.5	0	0.0	665,446	1.08
Petersburg	3,196,849	65.4	1,453,007	29.7	40,298	0.8	201,368	4.1	0	0.0	4,891,522	1.00
Pribilof	1,821,059	72.0	39,599	1.6	667,123	26.4	0	0.0	0	0.0	2,527,781	1.30
Saint Mary's	1,263,650	80.3	34,638	2.2	148,426	9.4	126,270	8.0	0	0.0	1,572,984	1.30
Sitka	6,923,549	61.5	3,701,353	32.9	175,860	1.6	463,584	4.1	0	0.0	11,264,346	1.00
Skagway	696,726	50.5	568,195	41.2	0	0.0	115,290	8.4	0	0.0	1,380,211	1.05
Southeast Island	4,194,007	87.2	42,840	0.9	575,303	12.0	0	0.0	0	0.0	4,812,150	1.04
Southwest Region	6,041,928	78.1	344,368	4.5	1,269,204	16.4	75,949	1.0	0	0.0	7,731,449	1.31
Tanana	1,140,515	70.8	116,176	7.2	210,613	13.1	143,065	8.9	0	0.0	1,610,369	1.30
Unalaska	1,680,426	50.5	1,418,209	42.6	25,712	0.8	202,890	6.1	0	0.0	3,327,237	1.27
Valdez	3,289,736	44.5	4,025,014	54.4	86,051	1.2	0	0.0	0	0.0	7,400,801	1.11
Wrangell	2,790,480	71.3	1,111,009	28.4	6,125	0.2	6,319	0.2	0	0.0	3,913,933	1.00
Yakutat	1,293,472	67.1	416,431	21.6	91,488	4.7	127,095	6.6	0	0.0	1,928,486	1.08
Yukon Flats	5,619,606	82.4	326,606	4.8	857,171	12.6	11,881	0.2	5,734	0.1	6,820,998	1.46
Yukon/Koyukuk	6,884,158	79.9	116,712	1.4	1,513,236	17.6	101,419	1.2	0	0.0	8,615,525	1.34
Yupiit	3,769,090	71.6	163,286	3.1	1,250,349	23.7	81,937	1.6	0	0.0	5,264,662	1.41
District Totals	**594,473,209**	**66.1**	**226,505,214**	**25.2**	**68,319,788**	**7.6**	**9,582,572**	**1.1**	**731,974**	**0.1**	**899,612,757**	**
Alyeska Central	3,569,631	95.1	0	0.0	0	0.0	182,443	4.9	0	0.0	3,752,074	**
Mt. Edgecumbe	1,727,520	41.1	0	0.0	83,139	2.0	2,390,378	56.9	0	0.0	4,201,037	1.00
Statewide Totals	**599,770,360**	**66.1**	**226,505,214**	**25.0**	**68,402,927**	**7.5**	**12,155,393**	**1.3**	**731,974**	**0.1**	**907,565,868**	**

Notes: The percent (%) columns represent the percent of the total revenue.

**Not applicable

Appendix E - Operating Expenditures

1994-95 Operating Expenditures
Adak - Kuspuk

	Instruction		Pupil Support		Administration		Operation and Maintenance		Other		Total
	Dollars	%	Dollars	%	Dollars	%	Dollars	%	Dollars	%	Dollars
Adak Region	1,514	0.1	0	0.0	1,260,636	79.3	328,174	20.6	0	0.0	1,590,324
Alaska Gateway	3,201,175	53.8	222,760	3.7	1,076,863	18.1	1,320,438	22.2	126,262	2.1	5,947,498
Aleutian Region	233,717	35.3	7,167	1.1	205,068	30.9	85,920	13.0	130,792	19.7	662,664
Aleutians East	2,817,894	44.6	90,043	1.4	1,159,914	18.4	1,276,208	20.2	970,208	15.4	6,314,267
Anchorage	171,999,122	64.4	17,972,720	6.7	31,530,120	11.8	38,946,393	14.6	6,825,899	2.6	267,274,254
Annette Island	2,116,506	55.0	201,717	5.2	791,342	20.6	428,345	11.1	311,703	8.1	3,849,613
Bering Strait	10,914,792	49.9	490,969	2.2	3,387,114	15.5	5,786,875	26.5	1,277,582	5.8	21,857,332
Bristol Bay	1,802,415	54.6	121,322	3.7	483,605	14.7	576,899	17.5	314,946	9.5	3,299,187
Chatham	2,203,847	60.3	129,517	3.5	676,722	18.5	526,067	14.4	118,581	3.2	3,654,734
Chugach	837,096	45.6	15,812	0.9	540,157	29.4	296,822	16.2	146,278	8.0	1,836,165
Copper River	3,272,917	60.0	96,017	1.8	927,037	17.0	991,195	18.2	170,203	3.1	5,457,369
Cordova	2,338,562	65.9	102,313	2.9	497,742	14.0	494,976	13.9	117,046	3.3	3,550,639
Craig	1,689,519	52.5	346,425	10.8	327,736	10.2	294,034	9.1	560,734	17.4	3,218,448
Delta/Greely	4,312,643	60.2	273,434	3.8	1,250,469	17.5	1,079,979	15.1	248,098	3.5	7,164,623
Denali	2,156,593	58.2	169,731	4.6	632,479	17.1	629,877	17.0	117,997	3.2	3,706,677
Dillingham	3,171,741	63.7	204,289	4.1	686,374	13.8	621,011	12.5	294,039	5.9	4,977,454
Fairbanks	65,057,198	65.3	6,576,134	6.6	11,577,468	11.6	14,218,917	14.3	2,231,069	2.2	99,660,786
Galena	1,048,306	47.1	88,949	4.0	487,754	21.9	441,387	19.8	158,587	7.1	2,224,983
Haines	1,819,843	61.2	153,870	5.2	432,717	14.5	487,150	16.4	81,124	2.7	2,974,704
Hoonah	1,613,651	48.1	64,989	1.9	495,152	14.8	497,414	14.8	685,325	20.4	3,356,531
Hydaburg	709,756	54.5	5,662	0.4	205,314	15.8	236,477	18.1	145,717	11.2	1,302,926
Iditarod	3,218,818	53.5	0	0.0	1,212,312	20.1	1,370,630	22.8	217,104	3.6	6,018,864
Juneau	24,473,252	69.4	2,137,227	6.1	3,922,923	11.1	4,323,555	12.3	397,803	1.1	35,254,760
Kake	1,043,987	44.1	38,565	1.6	409,996	17.3	422,872	17.8	453,791	19.2	2,369,211
Kashunamiut	1,206,627	45.2	152,246	5.7	504,204	18.9	495,037	18.5	312,455	11.7	2,670,569
Kenai	45,335,821	62.1	3,925,364	5.4	8,549,433	11.7	13,423,821	18.4	1,779,871	2.4	73,014,310
Ketchikan Gateway	10,504,354	64.0	1,027,619	6.3	1,815,065	11.1	2,760,722	16.8	311,254	1.9	16,419,014
Klawock	1,360,463	54.1	98,175	3.9	381,247	15.2	348,673	13.9	324,562	12.9	2,513,120
Kodiak	12,695,457	63.0	1,014,698	5.0	2,730,145	13.6	3,139,871	15.6	557,846	2.8	20,138,017
Kuspuk	3,832,814	62.1	102,293	1.7	987,200	16.0	1,139,677	18.5	105,861	1.7	6,167,845

Note: The percent (%) columns represent the percent of the total expenditures.

1994-95 Operating Expenditures
Lake and Peninsula - Yupiit, State-Operated Schools and Statewide Totals

	Instruction		Pupil Support		Administration		Operation and Maintenance		Other		Total
	Dollars	%	Dollars	%	Dollars	%	Dollars	%	Dollars	%	Dollars
Lake & Peninsula	3,769,110	38.4	465,914	4.7	1,542,461	15.7	2,044,076	20.8	1,998,243	20.3	9,819,804
Lower Kuskokwim	22,671,294	54.5	1,064,407	2.6	6,577,347	15.8	8,061,188	19.4	3,208,613	7.7	41,582,849
Lower Yukon	10,373,343	55.2	317,151	1.7	3,003,267	16.0	4,382,740	23.3	713,091	3.8	18,789,592
Mat-Su	48,975,699	66.1	4,401,543	5.9	10,517,936	14.2	9,325,026	12.6	906,748	1.2	74,126,952
Nenana	1,052,392	59.3	84,287	4.8	292,500	16.5	280,899	15.8	64,208	3.6	1,774,286
Nome	3,288,995	51.4	379,501	5.9	935,256	14.6	1,384,817	21.7	407,247	6.4	6,395,816
North Slope	16,402,424	39.5	2,490,503	6.0	8,421,551	20.3	10,323,647	24.9	3,850,424	9.3	41,488,549
Northwest Arctic	10,480,517	48.5	622,434	2.9	3,328,577	15.4	5,586,687	25.8	1,598,814	7.4	21,617,029
Pelican	413,909	58.4	425	0.1	166,996	23.6	115,279	16.3	12,503	1.8	709,112
Petersburg	3,079,190	61.6	262,126	5.2	642,779	12.9	856,953	17.1	157,087	3.1	4,998,135
Pribilof	1,553,550	60.4	0	0.0	451,914	17.6	354,022	13.8	211,346	8.2	2,570,832
Saint Mary's	535,459	37.2	30,317	2.1	210,773	14.7	292,626	20.4	368,786	25.6	1,437,961
Sitka	7,635,302	68.5	526,665	4.7	1,440,201	12.9	1,211,199	10.9	329,465	3.0	11,142,832
Skagway	841,964	60.9	5,350	0.4	260,604	18.9	202,272	14.6	71,328	5.2	1,381,518
Southeast Island	3,060,091	65.7	107,341	2.3	565,475	12.1	908,676	19.5	19,154	0.4	4,660,737
Southwest Region	4,593,690	54.9	215,894	2.6	1,001,603	12.0	2,313,105	27.6	248,767	3.0	8,373,059
Tanana	710,598	42.0	23,187	1.4	408,678	24.1	409,819	24.2	140,750	8.3	1,693,032
Unalaska	1,794,232	53.3	307,623	9.1	524,445	15.6	566,874	16.8	173,417	5.2	3,366,591
Valdez	4,542,134	61.0	588,633	7.9	838,360	11.3	1,253,252	16.8	224,258	3.0	7,446,637
Wrangell	2,510,639	65.2	195,994	5.1	539,145	14.0	420,269	10.9	186,363	4.8	3,852,410
Yakutat	1,031,860	54.5	37,746	2.0	319,246	16.9	329,827	17.4	174,351	9.2	1,893,030
Yukon Flats	3,636,568	52.7	154,759	2.2	890,704	12.9	1,917,856	27.8	296,050	4.3	6,895,937
Yukon/Koyukuk	5,012,734	59.4	488,183	5.8	1,266,208	15.0	1,408,295	16.7	270,027	3.2	8,445,447
Yupiit	2,650,420	45.1	344,527	5.9	1,243,615	21.1	1,417,656	24.1	225,209	3.8	5,881,427
District Totals	**547,606,514**	**60.3**	**48,944,537**	**5.41**	**24,533,949**	**13.7**	**152,356,476**	**16.8**	**35,348,986**	**3.9**	**908,790,462**
Alyeska Central	*	*	*	*	*	*	*	*	*	*	3,835,631
Mt. Edgecumbe	*	*	*	*	*	*	*	*	*	*	4,193,504
Statewide Totals	**547,606,514**	**59.7**	**48,944,537**	**5.3**	**124,533,949**	**13.6**	**152,356,476**	**16.6**	**35,348,986**	**3.9**	**916,819,597**

Notes: The percent (%) columns represent the percent of the total expenditures.

*Data not available for this catagory.

Appendix F - Dollars Per Student

1994-95 Dollars Per Student*: Revenue Sources and Expenditure Categories
Adak - Kuspuk

		Operating Revenues						Operating Expenditures					
	Average Daily Membership	Foundation	Local Sources	Impact Aid	Other (State)	Other (Federal)	Total Revenues	Instruction	Pupil Support	Administration	Operation and Maintenance	Other	Total Expenditures
Adak Region	0	0	0	0	0	0	0	0	0	0	0	0	0
Alaska Gateway	536	9,173	222	1,265	131	0	10,791	5,972	416	2,009	2,464	236	11,096
Aleutian Region	18	31,319	136	6,048	0	0	37,503	12,984	398	11,393	4,773	7,266	36,815
Aleutians East	365	9,802	2,231	3,461	13	0	15,506	7,720	247	3,178	3,496	2,658	17,299
Anchorage	45,896	3,920	1,645	226	27	6	5,823	3,748	392	687	849	149	5,823
Annette Island	420	3,271	226	3,638	419	1,065	8,620	5,039	480	1,884	1,020	742	9,166
Bering Strait	1,601	9,000	710	3,447	62	5	13,224	6,817	307	2,116	3,615	798	13,652
Bristol Bay	271	5,625	4,651	2,287	6	0	12,569	6,651	448	1,785	2,129	1,162	12,174
Chatham	326	8,063	359	2,399	0	0	10,821	6,760	397	2,076	1,614	364	11,211
Chugach	133	11,863	226	1,623	0	20	13,732	6,294	119	4,061	2,232	1,100	13,806
Copper River	623	8,385	99	258	3	0	8,744	5,253	154	1,488	1,591	273	8,760
Cordova	528	4,889	1,416	98	445	0	6,848	4,429	194	943	937	222	6,725
Craig	396	5,758	1,734	294	413	0	8,199	4,266	875	828	743	1,416	8,127
Delta/Greely	974	5,797	98	1,063	99	0	7,057	4,428	281	1,284	1,109	255	7,356
Denali	385	8,279	380	92	618	2	9,371	5,602	441	1,643	1,636	306	9,628
Dillingham	496	5,944	1,864	1,484	805	0	10,098	6,395	412	1,384	1,252	593	10,035
Fairbanks	15,407	4,045	1,663	522	119	0	6,348	4,223	427	751	923	145	6,469
Galena	144	9,629	1,514	3,176	1,212	0	15,530	7,280	618	3,387	3,065	1,101	15,451
Haines	413	4,978	2,543	93	5	0	7,619	4,406	373	1,048	1,180	196	7,203
Hoonah	259	7,179	2,183	5,301	488	0	15,151	6,230	251	1,912	1,921	2,646	12,960
Hydaburg	108	9,063	2,085	388	1,043	0	12,580	6,572	52	1,901	2,190	1,349	12,064
Iditarod	418	12,424	255	1,925	24	0	14,628	7,701	0	2,900	3,279	519	14,399
Juneau	5,400	4,127	2,383	12	49	0	6,572	4,532	396	726	801	74	6,529
Kake	185	7,709	2,237	3,101	0	0	13,047	5,643	208	2,216	2,286	2,453	12,807
Kashunamiut	230	7,517	345	3,391	896	0	12,150	5,246	662	2,192	2,152	1,359	11,611
Kenai	10,144	4,355	2,629	14	25	0	7,022	4,469	387	843	1,323	175	7,198
Ketchikan Gateway	2,729	3,527	2,456	4	22	0	6,009	3,849	377	665	1,012	114	6,016
Klawock	207	7,357	1,787	1,870	890	0	11,904	6,572	474	1,842	1,684	1,568	12,141
Kodiak	2,711	4,548	1,319	838	342	0	7,048	4,683	374	1,007	1,158	206	7,428
Kuspuk	450	10,576	292	2,073	0	0	12,942	8,517	227	2,194	2,533	235	13,706

*Dollars per student is calculated by dividing the dollars received or spent for each catagory by the average daily membership.

1994-95 Dollars Per Student*: Revenue Sources and Expenditure Categories Lake and Peninsula - Yupiit, State Operated Schools and Statewide Totals

		Operating Revenues						Operating Expenditures					
	Average Daily Membership	Foundation	Local Sources	Impact Aid	Other (State)	Other (Federal)	Total Revenues	Instruction	Pupil Support	Administration	Operation and Maintenance	Other	Total Expenditures
Lake & Peninsula	508	13,282	2,604	2,776	0	0	18,663	7,420	917	3,036	4,024	3,934	19,330
Lower Kuskokwim	3,051	10,771	266	2,082	123	0	13,243	7,431	349	2,156	2,642	1,052	13,629
Lower Yukon	1,621	7,130	397	3,505	0	0	11,032	6,399	196	1,853	2,704	440	11,591
Mat-Su	11,894	4,658	1,467	5	4	0	6,133	4,118	370	884	784	76	6,232
Nenana	163	9,189	661	12	1,246	0	11,107	6,456	517	1,794	1,723	394	10,885
Nome	702	6,732	1,882	158	482	0	9,255	4,685	541	1,332	1,973	580	9,111
North Slope	1,702	5,986	16,353	2,035	0	0	24,374	9,637	1,463	4,948	6,066	2,262	24,376
Northwest Arctic	1,873	8,728	1,377	1,596	0	0	11,700	5,596	332	1,777	2,983	854	11,541
Pelican	45	12,090	1,295	0	1,402	0	14,788	9,198	9	3,711	2,562	278	15,758
Petersburg	759	4,212	1,914	53	265	0	6,445	4,057	345	847	1,129	207	6,585
Pribilof	182	10,006	218	3,666	0	0	13,889	8,536	0	2,483	1,945	1,161	14,125
Saint Mary's	109	11,593	318	1,362	1,158	0	14,431	4,912	278	1,934	2,685	3,383	13,192
Sitka	1,839	3,765	2,013	96	252	0	6,125	4,152	286	783	659	179	6,059
Skagway	127	5,486	4,474	0	908	0	10,868	6,630	42	2,052	1,593	562	10,878
Southeast Island	382	10,979	112	1,506	0	0	12,597	8,011	281	1,480	2,379	50	12,201
Southwest Region	568	10,637	606	2,235	134	0	13,612	8,087	380	1,763	4,072	438	14,741
Tanana	102	11,182	1,139	2,065	1,403	0	15,788	6,967	227	4,007	4,018	1,380	16,598
Unalaska	356	4,720	3,984	72	570	0	9,346	5,040	864	1,473	1,592	487	9,457
Valdez	903	3,643	4,457	95	0	0	8,196	5,030	652	928	1,388	248	8,247
Wrangell	567	4,921	1,959	11	11	0	6,903	4,428	346	951	741	329	6,794
Yakutat	167	7,745	2,494	548	761	0	11,548	6,179	226	1,912	1,975	1,044	11,336
Yukon Flats	405	13,876	806	2,116	29	14	16,842	8,979	382	2,199	4,735	731	17,027
Yukon/Koyukuk	590	11,668	198	2,565	172	0	14,603	8,496	827	2,146	2,387	458	14,314
Yupiit	367	10,270	445	3,407	223	0	14,345	7,222	939	3,389	3,863	614	16,026
District Average	**120,752****	**4,923**	**1,876**	**566**	**79**	**6**	**7,450**	**4,535**	**405**	**1,031**	**1,262**	**293**	**7,526**
Alyeska Central	1,477	2,417	0	0	124	0	2,540	***	***	***	***	***	2,597[a]
Mt. Edgecumbe	282	6,126	0	295	8,477	0	14,897	***	***	***	***	***	14,871
Statewide Average	**122,511****	**4,896**	**1,849**	**558**	**99**	**6**	**7,408**	**4,470**	**400**	**1,016**	**1,244**	**289**	**7,483**

Note: *Dollars per student is calculated by dividing the dollars received or spent for each catagory by the average daily membership (ADM).

**An average is not relevant at this level. However, total ADM for districts is 120,752. Total ADM statewide is 122,511.

***Data not available for this catagory.

a: Calculation based upon funds for regular program.

Appendix G - Statewide Testing Program Description

Program Description
Test Used

The standardized achievement test administered in the 1994-95 Alaska Statewide Student Assessment Program was the Iowa Test of Basic Skills (ITBS) Form G. A standardized achievement test is administered using specific directions under specific conditions to a representative sample of students across the nation. This is referred to as the standardization sample. Scores resulting from the standardized administration become the norm that permit users to compare the performance of a particular pupil or group of pupils with that of typical pupils nationally of the same age and grade.

The norms on which the results in this report are based represent national performance during the 1985 school year. To permit fair comparisons to the original norm group, it is expected that all Alaska students were tested under the same administrative conditions as the original norm group.

The 1994-95 school year was the sixth year of the Alaska Statewide Student Assessment Program. In 1988 a competitive proposal process was used to select a standardized test to meet the regulatory requirements of 4 ACC 06.710. The test selected was the Iowa Test of Basic Skills (ITBS), Form G, which is published by the Riverside Publishing Company in Chicago.

4 ACC 06.710 requires student assessment in the areas of reading, mathematics, and language arts. On the ITBS, the test of **reading** asks students to read a paragraph, story or poem and then answer questions about what they have read.

The ITBS **mathematics** test is comprised of three subtests: *computation, concepts, and problem solving*. The *computation* subtest includes items that ask students to add, subtract, multiply, or divide numbers. This subtest asks students to answer the items within a limited time period, testing accuracy as well as speed. The *concepts* subtest includes items that test how well students understand the number system and terms used in mathematics. The *problem solving* subtest includes items that ask students to read a short story problem and choose the correct answer.

The ITBS **language arts** test is comprised of four subtests: *spelling, capitalization, punctuation*, and *usage and expression*. The *spelling* subtest includes items that ask students to choose words that are misspelled. The *capitalization* subtest includes items that ask students to identify words that should be capitalized (for example, names, titles, dates, and holidays). The *punctuation* subtest includes items that assess students' ability to use commas, question marks, periods, and other punctuation. The *usage and expression* subtest includes items that ask students to demonstrate their skills in using pronouns, verbs, adjectives, and other parts of speech.

Table 20 shows the subjects, subtests, and number of items for each grade tested with the ITBS.

Table 20
Number of Items
by Subtest, Subjects and Grades

Subjects/Subtests	Grades		
	4	6	8
Reading	49	56	58
Mathematics			
Concepts	32	39	42
Problem Solving	26	29	32
Computation	37	41	43
Language Arts			
Spelling	36	41	41
Capitalization	29	30	32
Punctuation	29	30	32
Usage/Expression	36	40	43

Other Reports

4ACC 06.770 requires that, "the Commissioner shall make the district, school, classroom and individual results available to local school districts." Accordingly, in addition to this statewide report, 11 other reports have been prepared and distributed as part of the Alaska Statewide Student Assessment Program. These eleven reports have been targeted to five general audiences: 1) students, 2) parents/guardians, 3) teachers, 4) building administrators, and 5) district administrators. The reports and their audiences are listed below:

1. *List Report of Pupil Scores:* For teachers, a list of all students taking the test and their scores.

2. *Student Press-On Label:* For teachers, students and parents/guardians, a summary of an individual student's test results.

3. *Pupil Profile Narrative:* For students, parents/guardians, and teachers, a non-technical explanation of an individual student's test results. This report includes both a simple narrative and a simple graphic description of a student's strengths and weaknesses.

4. *Group Item Performance Record:* For teachers, principals, and district staff, the percent of items correct for a class, school, district, and the nation. These results are organized by specific subtest areas such as "use of a comma" or "use of verbs."

5. *Criterion-Referenced Skills Analysis:* For teachers, principals, and district staff, scores are organized by subtests and subskill areas. This report compares a class, school, and district percent correct with one another and with national averages.

6. *Ranked List by Subtest:* For principals and district staff, a listing of all students ranked by their subtest scores.

7. *Class, Building, and System Summaries:* For teachers, principals and district staff summaries of the test results including average percentile scores and the percent students scoring in each quartile.

8. *Frequency Distribution:* For district staff, the number of students scoring at each national percentile rank for each subtest area and the local district percentile rank those scores represent.

9. *Student Questionnaire Response:* For teachers, the number and percentages of students responding to each option on the student questionnaire. For principals and district staff, the information above plus the corresponding achievement levels for each response option. For example, the average reading performance of students who report they watch more than three hours of Television each day or who report doing more than two hours of homework each day is reported.

10. *School Questionnaire Responses:* For district staff, the number and percentages of principals responding to each option of the building questionnaire and the corresponding average achievement levels.

11. *Report of Building and District Averages:* For district staff, a summary of average scores for all the grades tested in a building and district.

Appendix H - Superintendents List

Edward Gilley
***Adak Region Schools**
P.O. Box 102700
Anchorage, AK
99510-2700
Phone: 277-9498
FAX: 277-8656

Darroll Hargraves
***Alaska Gateway Schools**
Box 226
Tok, AK 99780
Phone: 883-5151
FAX: 883-5154

Bill Walz
***Aleutian Region Schools**
PO Box 330
Unalaska, AK 99685
Phone: 581-3151
FAX: 581-3152

Tom Ryan
Aleutians East Borough Schools
PO Box 429
Sand Point, AK
99661-0429
Phone: 383-5222
FAX: 383-3496

Bob Chrisial
Anchorage Schools
PO Box 196614
Anchorage, AK
99519-6614
Phone: 333-9561
FAX: 333-3322

Robert Pratt
***Annette Islands Schools**
Box 7
Metlakatla, AK 99926
Phone: 886-6332
FAX: 886-5130

David Bowling
***Bering Strait Schools**
Box 225
Unalakleet, AK 99684
Phone: 624-3611
FAX: 624-3099

Richard Leath
Bristol Bay Borough Schools
Box 169
Naknek, AK 99633
Phone: 246-4225
FAX: 246-6857

Gordon Castanza
***Chatham Schools**
Box 109
Angoon, AK 99820
Phone: 788-3682
FAX: 788-3252

Roger Sampson
***Chugach Schools**
165 E 56th Ave, Suite D
Anchorage, AK 99518
Phone: 561-3666
FAX: 561-8659

George Maykowskyj
***Copper River Schools**
Box 108
Glennallen, AK 99588
Phone: 822-3235/3234
FAX: 822-3949

Mike McHone
Cordova City Schools
Box 140
Cordova, AK
99574-0140
Phone: 424-3265/3267
FAX: 424-3271

Martin Laster
Craig City Schools
Box 800
Craig, AK 99921
Phone: 826-3274
FAX: 826-3322

Leland A. Clune
***Delta/Greely Schools**
Box 527
Delta Junction, AK
99737
Phone: 895-4658
FAX: 895-4246

John Novak
Denali Borough Schools
PO Box 280
Healy, AK 99743
Phone: 683-2278
FAX: 683-2514

Keith Evans
Dillingham City Schools
PO Box 170
Dillingham, AK 99576
Phone: 842-5223
FAX: 842-5634

Percy Houts (Interim)
Fairbanks North Star Borough Schools
520 Fifth Avenue
Fairbanks, AK 99701
Phone: 452-2000
FAX: 451-6160

Carl Knudsen
Galena City Schools
Box 299
Galena, AK 99741-0299
Phone: 656-1205
FAX: 656-1368

Ronald Erickson
Haines Borough Schools
Box 1289
Haines, AK 99827
Phone: 766-2644
FAX: 766-2508

Virgie Fryrear
Hoonah City Schools
Box 157
Hoonah, AK 99829-0157
Phone: 945-3611
FAX: 945-3492

Pam Van Wechel
Hydaburg City Schools
Box 109
Hydaburg, AK 99922
Phone: 285-3491
FAX: 285-3391

Dr. John Monahan
***Iditarod Area Schools**
Box 90
McGrath, AK 99627
Phone: 524-3033/
524-3599/524-3232
FAX: 524-3217

Mary Rubadeau
Juneau City Schools
10014 Crazy Horse Drive
Juneau, AK 99801
Phone: 463-1700
FAX: 463-1712

William Hopkins
Kake City Schools
Box 450
Kake, AK 99830
Phone: 785-3741/31
FAX: 785-6439

Al Weinberg
***Kashunamiut Schools**
985 KSD Way
Chevak, AK 99563
Phone: 858-7713
FAX: 858-7328

Walter Bromenschenkel
Kenai Peninsula Borough Schools
148 N. Binkley St.
Soldotna, AK 99669
Phone: 262-5846
FAX: 262-9645

Keith Tolzin
Ketchikan Gateway Borough Schools
Pouch Z
Ketchikan, AK 99901
Phone: 225-2118
FAX: 225-2356

Morris Ververs
Klawock City Schools
Box 9
Klawock, AK 99925
Phone: 755-2220
FAX: 755-2913

Bruce Johnson
Kodiak Island Borough Schools
722 Mill Bay Road
Kodiak, AK 99615
Phone: 486-9220
FAX: 486-9277

Bobette Bush
***Kuspuk Schools**
Box 49
Aniak, AK 99557
Phone: 675-4250
FAX: 675-4305

Frank Hill
Lake and Peninsula Borough Schools
Box 498
King Salmon, AK 99613
Phone: 246-4280
FAX: 246-4473

Sue C. Hare
***Lower Kuskokwim Schools**
Box 305
Bethel, AK 99559-0305
Phone: 543-4800
FAX: 543-4904

Edwin Gonion
***Lower Yukon Schools**
PO Box 32089
Mountain Village, AK
99632-2089
Phone: 591-2411
FAX: 591-2449

Norman Palenske
Matanuska-Susitna Borough Schools
125 West Evergreen
Palmer, AK 99645
Phone: 746-9255
FAX: 745-0194

John Gill
Nenana City Schools
Box 10
Nenana, AK 99760
Phone: 832-5464
FAX: 832-5625

Robert Kinna
Nome City Schools
Box 131
Nome, AK 99762-0131
Phone: 443-2231
FAX: 443-5144

Leland Dishman
North Slope Borough Schools
Box 169
Barrow, AK 99723-0169
Phone: 852-5311
FAX: 852-5984

Randall Swenson
Northwest Arctic Borough Schools
Box 51
Kotzebue, AK 99752
Phone: 442-3472
FAX: 442-2392

John Anttonen
Pelican City Schools
Box 90
Pelican, AK 99832
Phone: 735-2236
FAX: 735-2263
SERRC: 586-6806
FAX: 463-3811

Mary Francis
Petersburg City Schools
Box 289
Petersburg, AK
99833-0289
Phone: 772-4271
FAX: 772-4719

Mark Shellinger
***Pribilof Schools**
Pouch 5
St. Paul Island, AK
99660
Phone: 546-2222
FAX: 546-2327

Gary Greseth
St. Mary's Schools
Box 171
St. Mary's, AK
99658-0171
Phone: 438-2311
FAX: 438-2831

John Holst
Sitka Borough Schools
Box 179
Sitka, AK 99835-0179
Phone: 747-8622
FAX: 747-5330

Joseph Beckford
Skagway City Schools
Box 497
Skagway, AK 99840
Phone: 983-2960
FAX: 983-2964

David Dossett
***Southeast Island Schools**
Box 8340
Ketchikan, AK
99901-8340
Phone: 225-9658
FAX: 225-2836

Don Evans
***Southwest Region Schools**
Box 90
Diliingham, AK 99576
Phone: 842-5288
FAX: 842-5428

Ron DeLay
Tanana Schools
Box 89
Tanana, AK 99777
Phone: 366-7203
FAX: 366-7201

Bill Walz
Unalaska City Schools
PO Box 570
Unalaska, AK 99685
Phone: 581-3151
FAX: 581-3152

Harry Rogers
Valdez City Schools
Box 398
Valdez, AK 99686
Phone: 835-4357
FAX: 835-4964

Ell Sorenson
Wrangell City Schools
Box 2319
Wrangell, AK
99929-2319
Phone: 874-2347
FAX: 874-3137

Larry G. Eklund
Yakutat City Schools
Box 429
Yakutat, AK 99689-0429
Phone: 784-3317
FAX: 784-3446

Darrell Johnson
***Yukon Flats Schools**
Box 359
Ft. Yukon, AK 99740
Phone: 662-2515
FAX: 662-2519

Glenn Olson
***Yukon/Koyukuk Schools**
4762 Old Airport Way
PO Box 80210
Fairbanks, AK 99708
Phone: 474-9400
FAX: 474-0657

Reid Straabe
***Yupiit Schools**
Box 100
Akiachak, AK 99551
Phone: 825-4428
FAX: 825-4827

State Operated Schools

Fred Lau
Alaska Vocational Technical Center
PO Box 889
Seward, AK 99664
Phone: 224-3322
FAX: 224-3380

Darby L. Anderson
Alyeska Central School
3141 Channel Dr. #100
Juneau, AK 99801-7897
Phone: 465-2835
FAX: 465-2935

Linwood Laughy
Mt. Edgecumbe High School
1330 Seward Avenue
Sitka, AK 99835-9438
Phone: 966-2201
FAX: 966-2442

Dennis A. Lee
Alaska State School for the Deaf
2220 Nichols St.
Anchorage, AK 99508
Voice: 263-9209
TTY: 263-9261
FAX: 263-9264

BEST COPY AVAILABLE

---

* signifies REAAs

Glossary of Terms

Administrative Expenditures

Expenses that pertain to the activities of both school and district administration. At the school level, it includes the activities performed by the principal, assistant principal, and other assistants in general supervision of administrative operations of the school. At the district level, it includes administration of the schools and the school system, as well as activities relating to school board matters. The department's Uniform Chart of Accounts for School Districts allows for program administration expenses to be charged to other function codes in addition to the school and district administration function codes.

Adults with high school diploma

Percent of persons 25 and over completing four years high school or more, from the 1990 Census.

Alaska Native/American Indian

A person having origins (ancestry) in any of the original peoples of North America, who maintains cultural identification through tribal affiliation or community recognition.

All Teachers

This term refers to a summary of those certified teachers including visiting teachers, in remedial or consulting roles to meet special student needs in classrooms, and in a teaching capacity as a head teacher. Information reported is on a full-time equivalent basis.

Area Cost Differential

A multiplier factor as shown in AS 14.17.051 to adjust a school district's instructional units for cost differentials between school districts. Factors vary between 1.0 and 1.46, depending usually on remoteness of the district.

Asian or Pacific Islander

A person having origins (ancestry) in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or the Indian subcontinent.

Average Daily Membership (ADM)

The average of the number of students enrolled over a twenty-day period on a full-time equivalent basis, as specified by AS 14.17.160. It is reported to the department in the district's initial Foundation Report by the end of the second week following the fourth Friday in October and updated at mid-year if it makes the district eligible for more state foundation aid. Districts report enrollment for grades K-12 only. This figure is rounded to the nearest whole number.

Bilingual/Bicultural Students

Students who are determined by a district to need intervention for developing English language proficiency as defined by 4 AAC 34.050.

Black, not of Hispanic Origin

A person having origins (ancestry) in any of the Black racial groups of Africa.

Building Administrators

Principals and assistant principals are in this category along with head teachers that spend some portion of their time on administrative duties.

Central Office Staff

District personnel that provide administrative services for the school district. Examples of central office staff are superintendents, assistant superintendents, directors, managers, and administrative assistants. Contact the Office of Data Management for a complete listing by job code.

Chapter I Students

Students whose educational attainment is below the level appropriate for children of their age as defined by 34 CFR Part 200, U.S. Department of Education Regulations. These students represent the number served by District Chapter I programs.

Glossary of Terms

Classroom Teacher

A regular, certified classroom instructor under contract to a state-recognized school district to provide formal instruction within a specified time period.

Cohort Rate

One type of dropout rate that measures what happens to a single group (or cohort) of students over a period of time.

District Characteristics

Background information on each school district. Information is gathered from both state and federal sources.

Dropout

An individual who was enrolled in school at some time during the previous school year, was not enrolled at the beginning of the current school year, has not graduated from high school or completed a state or district approved educational program, and does not meet any of the following exclusionary conditions:

a. transfer to another public school district, private school, or state- or district-approved education program,
b. temporary absence due to suspension or school-approved illness, or
c. death.

Ethnicity

Student ethnicity extracted from the annual Student Ethnicity and Enrollment Report prepared by individual districts.

Event Rate

One type of dropout rate that measures the proportion of students who drop out in a single year without completing high school. This is also called the annual rate.

Foundation Revenues

Revenues accruing to the school district from the state based on a formula that establishes an entitlement per instructional unit, taking into consideration revenue from federal sources and local contributions.

Full-Time Equivalent (students)

The number of classes in which a student is receiving instruction divided by the number of class periods in a day. This measurement is expressed as a decimal fraction to the nearest tenth.

Full-Time Equivalent (teachers)

That portion of the total teaching assignment for an individual teacher allocated to a particular subject matter. It is derived by dividing the amount of employed time normally required of a staff member to perform a less than full-time assignment divided by the amount of time normally required in performing a corresponding full-time assignment. For example, if a teacher is employed full time, the FTE is 1.0. If a teacher is employed half time, the FTE is .5. This measure of time is expressed as a decimal fraction to the nearest tenth.

Funding Communities

Each school district is divided into funding communities by attendance centers, a financial reporting entity as defined in 4 AAC 09.005 that gives consideration to centralization and to grade levels involved.

Gifted Students

Students identified as "gifted children" as defined in AS 14.30.350(6), are determined eligible under 4 AAC 52.130, and warrant special advanced instruction as required in 4 ACC 52.140, and reported for Foundation funding.

Governance

System of government at the local level as provided for in the Alaska Constitution. Currently, there are three unified home rule governments, thirteen organized boroughs, one hundred forty-nine incorporated communities, one community organized under federal law, and twenty Regional Education Attendance Areas (REAA'S). School districts have been established in each of the municipalities, boroughs, REAA's, and nineteen of the incorporated communities.

High School Graduates

Students receiving a high school diploma or a certificate of completion.

Hispanic

A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin (ancestry), regardless of race.

Impact Aid

Federal funds provided to school districts for children of parents living and/or working on federal property as an "in lieu of local tax" revenue, including land conveyed to Native Corporations under the Alaska Native Claims Settlement Act. Under Federal law the State may deduct a portion of these revenues from the State's aid to school districts as long as the State ensures equality in funding to all students across the State.

Instructional Aides

Staff members assigned to assist a teacher in activities requiring minor decisions regarding students and in such activities as monitoring, conducting rote exercises, operating equipment and record keeping.

Instructional Expenditures

Instructional Expenditures include those operating expenses for: Regular Instruction, Vocational Education, Correspondence Study, Special Education, Gifted and Talented Education, and Bilingual-Bicultural Education. As compiled from annual audits, this category excludes categorical grant funds restricted in use.

Instructional Units

Basic unit of measure upon which the state School Foundation Program funding is based and calculated from student Average Daily Membership identified for grade levels K through 12, with additional weighting for vocational, special education, gifted/talented, and bilingual programs and adjusted by the area cost differential, according to AS 14.17.041-47.

Local Sources Revenue

Revenue collected by cities and boroughs and appropriated to the school board for school purposes, and revenue produced within the school system for school purposes. The city and borough school districts are, under state law, required to contribute the lesser amount of: (1) the equivalent of funds generated by a four mill tax levy based on the full and true value of the taxable real and personal property in the school district; or (2) thirty-five percent of a school district's basic need for the preceding school year.

Low Income Students

Low Income students are school-age children eligible to receive public assistance benefits such as Aid to Families with Dependent Children, Medicaid, Food Stamps, etc.

Median Family Income

Income by family derived from the 1990 Census. Family is defined as 2 or more persons related by blood or marriage. Median income is the amount that divides the distribution of families into two equal groups, one having incomes above the median and the other having incomes below the median.

Migrant Education Students

Students who, within the last three years, have moved across school district boundaries (or 20 miles or more in districts over 15,000 square miles) because their parents are involved in seasonal or temporary employment in fishing, logging or agricultural activities as defined in 34 CFR 200.40.

Operation and Maintenance

Expenses of plant facilities, which includes such items as utilities, janitorial services, painting, and repairs.

Other Expenditures

Expenses relating to Community Services, Tuition, Fund Transfers and Pupil Activities.

Glossary of Terms

Other (Federal) Revenue
Federal revenue other than Impact Aid revenue such as indirect cost revenue for administration of grants.

Other (State) Revenue
State revenues that cannot be classified in the nine other state revenue categories as described in the department's Uniform Chart of Accounts for School Districts and include such items as legislative grants.

Per Capita Income
The total personal income of an area divided by the area's resident population (every man, woman, and child). This information is published on an annual basis by the Federal Bureau of Economic Analysis, an agency of the U.S. Department of Commerce.

Percent Unemployment
Estimates published by the Alaska Department of Labor by Census Area based upon U.S. Census data. School districts are assigned the same figures for the applicable census area.

Population
District population counts are developed annually by the Alaska Department of Labor based on U.S. Census data.

Poverty Level Students
Students who participated in the federal Free and Reduced Lunch program as reported to the State Department of Education in November. As not all districts choose to participate in the program, an estimate of low income students was obtained from the Department of Health and Social Services. See Low Income Students.

Pupil:Teacher Ratio
Ratio computed by dividing the student Average Daily Membership by the number of full-time equivalent staff positions in each category.

Pupil Support Expenditures
Expenses incurred in pupil support activities such as school office, health, library and student activities.

Reporting Year
The 12-month period of time beginning with the normal opening of school in the fall. For reporting purposes, the count of students on October 1 is considered the first day of the school year.

Schools
Number of schools located in the district. District correspondence programs and programs where enrollments are counted at other schools are not included.

Special Education
Students who are identified to be in need of special education assistance as defined in 4 AAC 52.130 and grouped in three Special Education categories: Resources, Self-Contained, and Intensive.

Specialists
Individuals in non-teaching and non-administrative job code positions. They are individuals who perform services of a specialized nature. Examples of this category would be audiologists, physical or occupational therapists, psychologists, nurses, counselors, and librarians. Contact the Office of Data Management for a complete listing by job code.

Square Miles
The area in square miles for each school district is provided by the Department of Community & Regional Affairs. Some districts have included in their totals tidelands and submerged lands seaward to three nautical miles. In certain districts, the perimeter boundary extends even beyond the three mile limit.

Student Characteristics

Data reported on students based on number who meet criteria for these classifications: Gifted/Talented, Special Education, Chapter I, Migrant, Bilingual/Bicultural, and Below Poverty Level. See specific classification description for criteria.

Transiency Rate

Percent of students transferring into and out of the district over a school year. A student transferring into the district more than once during the school year is counted only once.

Vocational Education Students

Students in a non-degree secondary school training program that prepares them for entry level employment or advancement in an occupation requiring less than a baccalaureate degree as defined by 4 AAC 51.190.

White, not of Hispanic Origin

A person having origins (ancestry) in any of the original peoples of Europe, North Africa, or the Middle East.

This publication was released by the Department of Education, produced at a cost of $5.58 per copy, to provide the legislature, school districts, state agencies, and the public, a comprehensive summary of the school districts' *1995-96 Education Plans* and summaries of the individual district's *1994-95 School District Report Card to the Public*. This document was printed in Juneau, Alaska. This publication is required by AS Sec. 14.03.120(b).

BEST COPY AVAILABLE

Alaska
Department of
Education